



RIVERSIDE CITY COLLEGE

4800 Magnolia Ave.
Riverside, CA 92506



A Century of Excellence

**Riverside City College Institutional Self Evaluation
of Educational Quality and Institutional Effectiveness
in Support of Reaffirmation of Accreditation
Spring 2014**

Riverside City College

**Self Evaluation Report of Educational Quality and Institutional
Effectiveness**

in

Support of Reaffirmation of Accreditation

Submitted

by

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506

Submitted

to

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

December 20, 2013

Certification of Self Evaluation Report

December 20, 2013

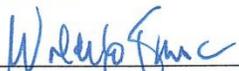
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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

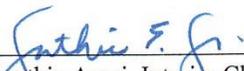
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

Signatures:



Wolde-Ab Isaac, Interim President
Riverside City College



Cynthia Azari, Interim Chancellor
Riverside Community College District



Doug Figueroa, President
Riverside City College Associated Students



Virginia Blumenthal, President
RCCD Board of Trustees



Lee Nelson, President
Riverside City College Academic Senate



Eric Muehlebach, President
California Schools Employees Association

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Introduction

Opened in September 1916, Riverside City College has served the residents of Riverside and its surrounding areas for nearly a century. Except for Fresno, Santa Barbara, Bakersfield, Fullerton, and Sacramento City (which opened the same year as Riverside), the College is the oldest two-year institution in the state. Serving about 700 students in the 1920s and 1930s, dipping to about 170 students during World War II, the College now serves around 13,924 full-time equivalent students (the College's target for 2013-14). At the time of the last Accreditation team visit in October 2007, both the Norco and Moreno Valley campuses were part of the College and included in its enrollment figures. In 2008-09, the Riverside Community College District, within which Riverside City College was the only accredited college in the District, enrolled 31,712 full-time equivalent students. When Norco College and Moreno Valley College became fully accredited in 2009, the District allocated each college specific [enrollment targets](#). In 2012-13, the District distributed the full-time equivalent student allocation as follows: 13,762 to Riverside City College, 5,861 to Norco College, and 5,861 to Moreno Valley College.¹ For 2013-14, the District established the following initial [enrollment targets](#): Riverside City College 13,924, Norco College 5,918, and Moreno Valley College 5,981.²

The projected enrollment of 26,070 for the District in 2012-13 reflects the severe reductions in state support for the College and the District that began in 2009-10. From a state allocation of 27,009 full-time equivalent students (FTES) in 2008-09, the District has dropped to an initial allocation of 24,737 FTES for [2012-13](#).³ This figure has improved to 25,606 FTES for [2013-14](#).⁴ Moreover, the District had 4,909 unfunded FTES in 2009-10, the first year of the state workload reduction. In 2012-13, the District had projected to carry only 748 unfunded FTES, but it actually had only 11.55. The District projects 279.2 unfunded FTES for 2013-14. As a result of the state reduction in funded support, the District served about 5,642 fewer students from 2009-10 to 2012-13 and has lost about \$11.25 million in total available unrestricted general funds from 2009-10 to [2012-13](#).⁵ The impact on the number of courses Riverside City College offers is even more significant. The College has reduced 1,496 individual course offerings between the 2008-09 and 2011-12 academic years. Overall the District cut 2,497 courses from its three-college schedule during the same period of time. (The number of courses for 2012-13 was cut to reduce the unfunded FTES even though the funded FTES for the District remained the same as 2011-12.)⁶ In addition, Riverside City College has had its base expenditure budget reduced from \$70,422,942 in [2008-09](#) to \$62,969,605 in [2012-13](#), although the percentage of the District's base budget was still 47.12%.⁷ The College's projected base expenditure budget for 2013-14, outlined in the 2013-14 adopted budget, is \$65,785,248 which reflects the initial restoration and cost of living increases the District expects to receive from state.

In addition to the unprecedented reduction in state funding and course offerings since the last team visit in 2007, the District had two interim chancellors after Dr. Salvatore Rotella retired in 2007 before it hired Dr. Gregory Gray to lead the District on July 1, 2009. In June 2013, Dr. Gray left the District, and Dr. Cynthia Azari, the current president of Riverside City College, began serving as the interim chancellor. Also, the College has had five presidents since the last accreditation team visit. In April 2011, the College hired Dr. Cynthia Azari to

lead Riverside City College. Also, in 2013, Dr. Azari named Dr. Wolde-Ab Isaac, the College's Vice President of Academic Affairs, as interim president while she serves as interim chancellor. Dr. Susan Mills, who had served as the faculty co-chair of the accreditation self evaluation, now serves as the Interim Vice President of Academic Affairs. A number of other significant changes in College administrative leadership have also occurred since the last visit. Due to the two early retirement incentives offered by the District, the College has lost more than 40 full-time faculty (205 in Fall [2012](#) from 246 in [2009](#))⁸, not including those who left at the end of the 2012-13 academic year. Yet, in spite of these changes in administration and the loss of experienced senior faculty, the College continues to provide a comprehensive educational experience for its students.

Only a mature college is able to manage an unprecedented state budget crisis, a loss of experienced full-time faculty, and a significant change in leadership. And only a mature college makes continuous efforts to sustain and improve the quality of the institution and instruction. Since the last educational quality and institutional effectiveness review, the College and the District have had an ongoing dialogue with the Commission to address the recommendations made by the 2007 visiting team. The College has provided three (3) follow-up reports, received two (2) visiting teams to validate the College's efforts to improve its effectiveness, and submitted a mid-term report. The Commission has reviewed and responded to all of the recommendations, except for College Recommendation 2, to which the College provided a detailed response in its mid-term report. In addition to the detailed response to the assessment of student learning outcomes in the mid-term report, the College has also submitted a [Substantive Change Proposal, Distance Education](#)⁹ and a [College Status Report](#) on Student Learning Outcomes Implementation in March 2013.¹⁰ All of the reports to the Commission summarize the changes that have taken place in the institution since the last review. Moreover, these changes demonstrate the College's commitment to a sustained and continuous effort to improve the quality of its educational programs and services to students.

In September 2012, the District commissioned an [External Environmental Scan](#) to provide detailed information on the future student enrollment from the District's feeder schools and on the labor market potential, socio-economic trends, and the demographic composition of the District's population. The District's service area is nearly 1,000,000 people, with Riverside and Moreno Valley exceeding 500,000. Riverside County's population is expected to grow from 2.2 million to 2.4 million by 2015. The service area is ethnically diverse. In Perris, 71.8% of the population is Hispanic; 24.2% of Eastvale is Asian, and 18% of Moreno Valley is Black. In 1990, 14.9% of Riverside County was foreign born; now the figure is 22.4%, and in 1990, 25% of those over 5 years of age did not speak English at home. Now the figure is 40%. Employment is slowly recovering, and job growth is expected to continue, particularly in the health care/service areas and the food service industry. In 2010-11, the area feeder schools enrolled over 185,000 students. In fall 2010, 3,272 area graduates attended a RCCD college as a first-time freshman, and about 1 in 3 area high school graduates ultimately attends a RCCD college as a first-time freshman. The six feeder school districts continue to grow, and this increase in enrollment will also stimulate growth in the three district colleges.¹¹ All of this information provides important data for the strategic planning process.

Also, since the 2007 Self Study, the College opened two new facilities in spring 2012: the Math and Science Building and the Nursing Building. These two facilities added 131,450 gross square feet of additional instructional and office space and 85,238 assignable square feet. The Life Science Building and the Physical Science building, where the science and nursing programs were previously located, are currently off line until funding can be secured to renovate them. The College continues to offer classes at the Rubidoux Annex in the City of Jurupa Valley and the Culinary Academy in the City of Riverside. The School of Nursing has clinical classes at various sites in the Inland Empire, and a number of Community Education (non-credit) classes are offered in different locations, which vary each semester.¹² However, many of the classes at these locations have been cut during the state budget crises. Only the Culinary Academy at 1155 Spruce Street in Riverside offers a full career technical program.

This institutional self evaluation continues the ongoing efforts to maintain and to improve student learning and success and demonstrates the College's commitment to institutional effectiveness. The visiting team will observe the College's improved program review process, its development of and use of disaggregated data to establish measurable strategic goals at both the discipline and institutional levels, its emphasis on the assessment of student learning outcomes at the course, program, and degree levels, and its improved ability to link the allocation of resources with the planning activities. The visiting team will also recognize the College's efforts to respond to the Commission's suggested changes in procedures, especially in the way the College disaggregates and uses data and in the development of specific measurable goals and strategic initiatives.

Evidence

¹ The [enrollment targets for 2012-13](#) were established by the Office of the Vice Chancellor, Educational Services.

² The Office of the Vice Chancellor, Educational Services established the 2013-14 [enrollment targets](#).

³ See pp. 18-19 of the [Introduction to the 2012-13 District Budget](#).

⁴ See Exhibit A in the RCCD [2013-14 Adopted Budget](#) (Introduction).

⁵ See the [2012-13 District Budget](#), Resource 1000, p.3.

⁶ See the enrollment/section statistics in the Office of the Vice President of Academic Affairs.

⁷ See the Budget Allocation Model section of the Introduction of both the [2008-09 District Budget](#) and the [2012-13 District Budget](#).

⁸ See RCCD Fact Books for [2009](#) and [2012](#).

⁹ See the [Substantive Change Proposal for Distance Education, April 23, 2012](#), and the [approval letter from the Commission dated July 16, 2012](#).

¹⁰ See the [College Status Report on Student Learning Outcomes Implementation](#), March 2013.

¹¹ The above data come from the [Riverside Community College District External Environmental Scan, September 2012](#).

¹² A list of the off-campus locations are as follows:

Rubidoux Annex	Culinary Academy
4250 Opal Street	1155 Spruce Street
Jurupa Valley, CA 92509	Riverside, CA 92507

Organization of the Self Evaluation Process

In July 2012, Dr. Cynthia Azari, President of Riverside City College, reorganized the College's Accreditation Steering Committee in preparation for the 2013 Institutional Self Evaluation Report. Prior to July 2012, the Steering Committee served to oversee the various follow-up reports that the Commission had requested as well as to guide the preparation of and to approve the College's March 2012 Mid-Term Report. The reorganized Accreditation Steering Committee then named the co-chairs of the nine accreditation writing teams and suggested faculty, staff, and students, especially those who serve on the strategic planning leadership councils and key College committees, to serve on the nine accreditation workgroups. The members of each workgroup are listed below.

The Accreditation Steering Committee has the primary responsibility to direct the self evaluation process and to approve the Institutional Self Evaluation Report. The Steering Committee consults with the Accreditation Leadership Committee to ensure integrity of the Institutional Self Evaluation. An accreditation timeline is listed below.

Dr. Azari named Dr. Wolde-Ab Isaac, Vice President of Academic Affairs, to serve as the Accreditation Liaison Officer and Dr. Susan Mills, Professor of Mathematics and Faculty Co-Chair of the Strategic Planning Institutional Effectiveness Leadership Council, to serve as the Faculty Chair of the 2013 Institutional Self Study. Tom Allen, Associate Professor, English, was selected as the editor. In June 2013, Dr. Azari became the Interim Chancellor, Dr. Isaac the Interim President, and Dr. Mills the Interim Vice President and Liaison Officer, and Professor Allen the Faculty Co-Chair and editor. However, in spite of these changes, the basic structure and continuity of the Riverside City College Accreditation Steering Committee has remained in place.

Riverside Accreditation 2014 Detailed Timeline revised 10/23/13

- July 2012 – Plan Accreditation FLEX workshop and August 30 Leadership Meeting
Review ACCJC materials and other colleges' self-evaluations
- July/August 2012 – Plan design of self-study and start work on Front Matter
- August 2012 – Finalize Accreditation Notebooks
- August 30, 2012 – Meeting with Standards Leadership and Accreditation Steering Committee
- September 20, 2012 – Workshop with ACCJC (1 – 4:30 p.m. Culinary)
- September 28, 2012 – Written status from Standards Workgroups
- November 1, 2012 – Standard Workgroups drafts-to-date due to Steering Committee
- November 8, 2012 – Steering Committee comments due to Susan and Tom
- November 13, 2012 – Susan and Tom return drafts with comments to Workgroups
- December 7, 2012 – Workgroups drafts to Steering Committee
- December 14, 2012 – Steering Committee comments due to Susan and Tom
“Lock” drafts for editing
- January 2013 – Editing of drafts
- February 4, 2013 – Post drafts to web; prepare copies for Spring FLEX
- March 28, 2013 – Revised draft from Workgroups
- April 15, 2013 – Edited draft from Tom and Susan
- May 2013 – Accreditation Spring Retreat
- May 2013 – Discuss draft with Strategic Planning Executive Council, Academic Senate, Academic Planning Council, CSEA, and Student Senate
- Summer 2013 - Final Draft Preparation
- August 22, 2013 – Accreditation Fall Retreat (9 a.m.– noon)
- September 30, 2013 – Complete revisions from retreat
Complete draft with photos, etc.
- October 2013 – Final draft to Academic Senate, Student Senate, CSEA, and SPEC
- November 20, 2013 – Final draft to Executive Cabinet
- December 3, 2013 – Self evaluation to Teaching and Learning Board Committee
- December 10, 2013 – Board of Trustees Approval of Self evaluation
- December 2013 – Final edits/Self evaluation reproduction
- December 20, 2013 – Submit Self evaluation to Accreditation Commission (at least 60 days prior to visit)
- January/February 2014 – Mock Visit (Feb. 7 FLEX Day activity)
- March 3-6, 2014 – Self-study Team visit

Accreditation Steering Committee Members

Wolde-Ab Isaac, Interim President, Standard IV
Susan Mills, Interim Vice President of Academic Affairs, Administrative Co-chair and Accreditation Liaison Officer, Professor, Mathematics, Standard I
Tom Allen, Co-Chair and Editor, Associate Professor, English
Hayley Ashby, Associate Professor, Library Services, Standard IIC, Standard IIIC
Patricia Avila, Dean of Instruction, Career and Technical Education
Tim Brown, Professor, Reading, Standard IIA
Ed Bush, Vice President, Student Services, Standard IIB
Shelagh Camak, Vice President, Workforce and Resource Development, Standard IIIA
Michelle Davila, Facility Access and Utilization Coordinator, Standard IIID
Jim Elton, Associate Professor, Kinesiology, Standard IIIB
Sabrina Hodge, Student, Standard IV
Ginny Haguewood, Outreach Specialist, Standard IIIB
Richard Mahon, Professor, Humanities, Standard IIA
Daniel Martinez, Associate Dean, Institutional Research, Standard I
Virginia McKee-Leone, Dean of Instruction, Standard IIA
Lee Nelson, Academic Senate President, Standard IV
John al-Amin, Interim Vice President, Business Services, Standard IIID

Standard Workgroup Participants

I. Institutional Mission and Effectiveness

Administration

*Dan Martinez, IELC, Institutional Research, Co-Chair

Faculty

Steve Brewster, Library

Marie Colluci, IELC, Nursing

Susan Mills, IELC, Math

*Ajene Wilcoxson, Business Co-Chair

Associate Faculty

John Sullivan, IELC, English

Classified

Isabel Alanis, IELC, Placement

*Deanna Murrell, Financial Aid, Co-Chair

Johanna Vasquez, IELC, Admissions

Student

Doug Figueroa, IELC, President ASRCC

Rikki Hix, IELC, VP ASRCC

IIA. Instructional Programs

Administration

Wolde-Ab Isaac, ACTPIS, President

*Virginia McKee-Leone, Dean of Instruction, Co-Chair

*Patricia Avila, Interim Dean of Instruction, Co-Chair

Faculty

Tim Brown, Reading

Rita Chenoweth, Program Review, Dance

Ken Cramm, Math

Michelle Daddona, Program Review, Kinesiology

Chie Ishihara, ACTPIS, Business

Juliana Leung, ACTPIS, Art

*Richard Mahon, ACTPIS, Humanities, Co-Chair

Paul O'Connell, Assessment, Applied Tech

Brit Osgood-Treston, ACTPIS, English

Kathleen Sell, ACTPIS, English, Honors

Virginia White, Assessment, Biology

Classified

Melinda Miles, ACTPIS, Academic Affairs

*Julie Taylor, IDS, Math and Science, Co-Chair

District Resource

Gloria Aguilar, Information Services

IIB. Student Support Services

Administration

Cecelia Alvarado, SAS, Student Services

*Ed Bush, Student Services, Co-Chair

Joy Chambers, Admissions

Greg Ferrer, DSPS

Clara Garibay, Health Services

Elizabeth Hilton, SAS, Financial Aid

Cheryl Ruzak, Food Services

Stacy Weidner, Bookstore

Faculty

Mike Barnes, SAS, Counseling

Kelly Brautigam, SAS, Counseling

Ellen Brown-Drinkwater, SAS, Counseling

Doug Graham, SAS, Student Activities

*Deborah Hall, Student Activities, Co-Chair

Monica Hayes-Trainer, Athletics/Kinesiology

Lani Kreitner, SAS, English

Jacqueline Lesch, SAS, Library

*Clara Lowden, Kinesiology, Co-Chair

Kristie Woods, SAS, History

Classified

*Lilia Acevedo, Co-Chair

Rafal Helszer, SAS, Counseling

Angela Lee, SAS, Student Services

David Lee, Placement

Janelle Wortman, SAS, Business Services

Jillian Oliveras, Student Services

IIC. Library and Learning Support Services

Administration

*Bernard Fradkin, Co-Chair

Faculty

Hayley Ashby, ACTPIS, Library

*Linda Braiman, Library, Co- Chair

Denise Kruiuzenga-Muro, Writing and Reading Center

Jacque Lesch, Library

Rebecca Moon-Stone, Supplemental Instruction

Paul Moores, Library, Acquisitions

Carla Reible, ACTPIS, ESL

Rogelio Ruiz, ACTPIS, Math Learning Center

Amy Vermillion, Nursing Lab

Classified

Tish Chavez, IELC, Library, Confidential Staff

Jennifer Rangel, Tutorial

*Tony Rizo, IMC, Co-Chair

Sabrina Simmons (PT) Library

Student

Gary Dell'Osso (ASRCC Senator)

Advisors

Brian Brautigam, DSPS

Richard Finner, Applied Technology

Jun Galendez, Math

Joanie Gibbons-Anderson, Center for Communication Excellence

Dorothy Gaylor, World Languages Teaching and Learning Lab

Allen Lovelace, Journalism Lab

Scott Macleod, Computer Information Systems

Jolanta Siemieniewski, Reading Lab

IIIA. Human Resources**Administration**

*Shelagh Camak, Workforce and Resource Development, Co-Chair

*Terry Welker, Library, Co-Chair

Debbie Whitaker, ACTPIS, Academic Support

Faculty

Charlie Richard, Human Res Adv Group, Music

Oliver Thompson, Administration of Justice

*Diane Solorzano, Faculty Co-Chair, English

Classified

Greta Cohen, RDAS, DSPS

*Patsy Martinez, Co-Chair

Ted Tetirick, Workforce

District Resource

Martha Arellano, Human Resources

IIIB. Physical Resources**Administration**

*Sandy Baker, Dean, School of Nursing, Co-Chair

Mike Byrd, PRAG, Grounds

Juan Lopez, PRAG, Administrative Support

Scott Zwart, PRAG, Facilities

Faculty

Tucker Amidon, English

Scott Blair, PRAG, Physical Science

Nikki Bonzoumet, PRAG, Kinesiology

*Jim Elton, Co-Chair

Jodi Julian, PRAG, Theater

Christine Sandoval, English

Steve Sigloch, PRAG, Kinesiology

Classified

*Ginny Haguewood, Outreach, Co-Chair

Maria Castro, Athletic Training

Aracely Mendoza, Food Services

IIIC. Technology Resources**Administration**

*Henry Bravo, IMC, Co-Chair

Faculty

Rebecca Kessler, TAG, Cosmetology

*Janet Lehr, TAG, Computer Applications and Office Technology, Co-Chair

Amber Casolari, TAG, Economics

James McCarron, TAG, Kinesiology

Marc Sanchez, TAG, Mathematics

Classified

*Ernie Arellanes, TAG, Library, Co-Chair

Isaac Dannelley, TAG, Nursing Lab

Dave Dant, TAG, CIS Lab

Leo Pan, TAG, Library

Student

Blanca Rivera, TAG

Jasmeet Singh, TAG

District Resource

Brian Brautigam, DSPS

Shirley McGraw, Microcomputer Support
Gary Storer, Telephone Systems

IIID. Financial Resources

Administration

*John al-Amin, RDAS, Business Services, Co-Chair

*Reyna Philp, RDAS, Auxiliary Business Services, Co-Chair

Faculty

Tom Allen, RDAS, English

Richard Finner, RDAS, Applied Digital Media

*Mary Legner, RDAS, Mathematics, Co-Chair

John Rosario, RDAS, Anatomy

Ward Schinke, RDAS, Political Science

Frank Stearns, RDAS, Accounting

Peter Westbrook, RDAS, Cosmetology

Associate Faculty

Jim Dail, Assessment, English

Classified

Linda Arellanes, RDAS, Library

Michelle Davila, Facility Access and Utilization
Coordinator

*Jennifer Lawson, RDAS, Performance Riverside,
Co-Chair

Patsy Navarro, RDAS, DSPPS

Student

Luis Lazo

IV. Leadership and Governance

Administration

*Wolde-Ab Isaac, President, Co-Chair

Faculty

Cynthia Morrill, Film Studies

*Lee Nelson, Nursing, Academic Senate, Co-Chair

Shari Yates, RCCDFA, Early Childhood

Richard Davin, Behavioral Sciences

Classified

*Stephen Ashby, ACTPIS, IMC, Co-Chair

Denise Terrazas, President's Office

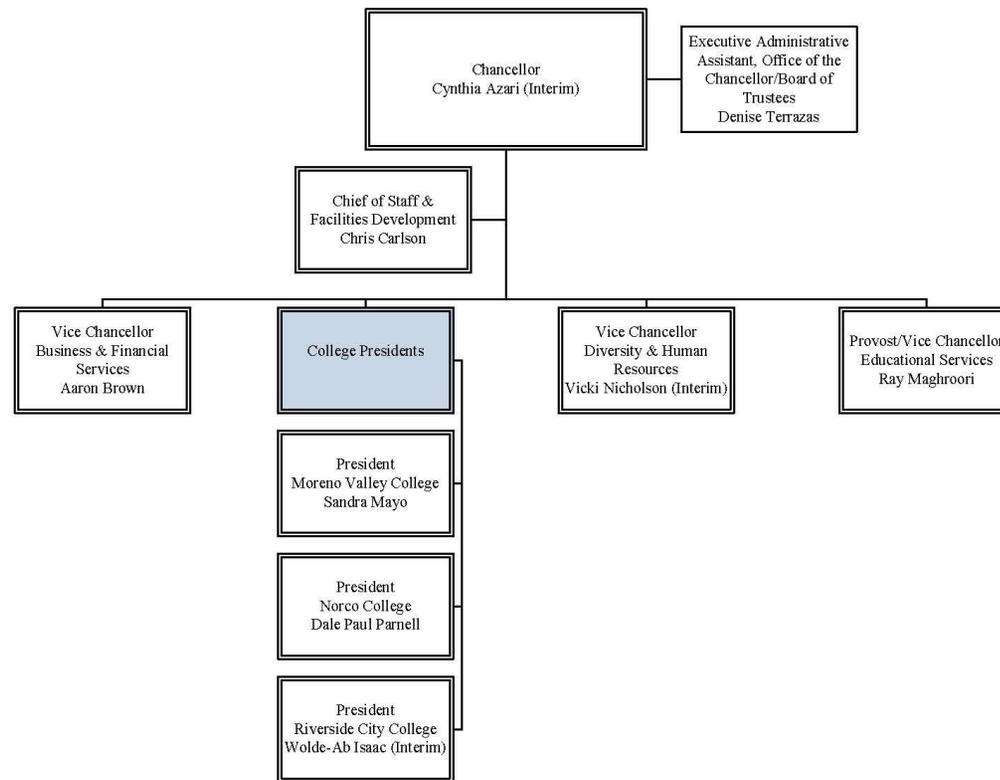
Student

Doug Figueroa, ASRCC President Elect

Organization Information

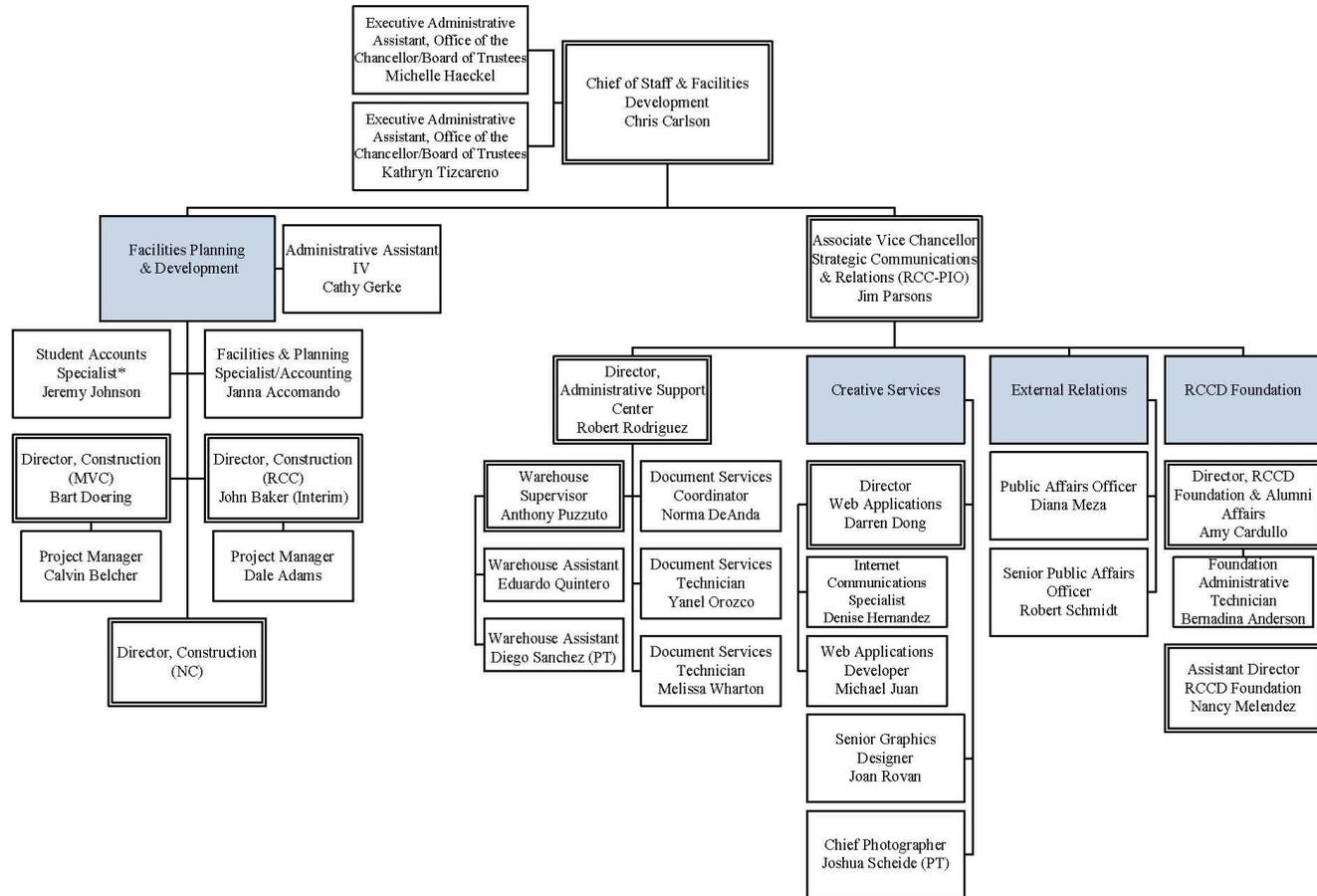
Riverside Community College District

Chancellor



Riverside Community College District

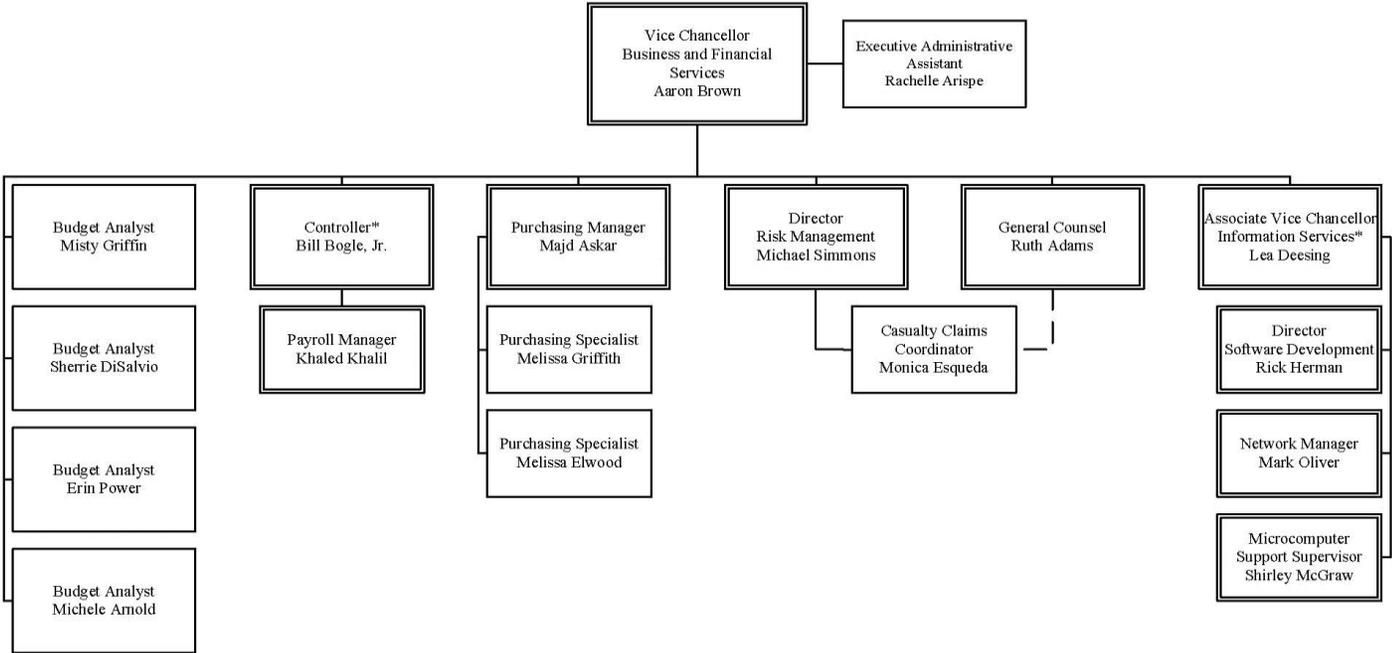
Chief of Staff & Facilities Development



PT=Permanent Part-Time Employees
*Temporary Re-Assignment

Riverside Community College District

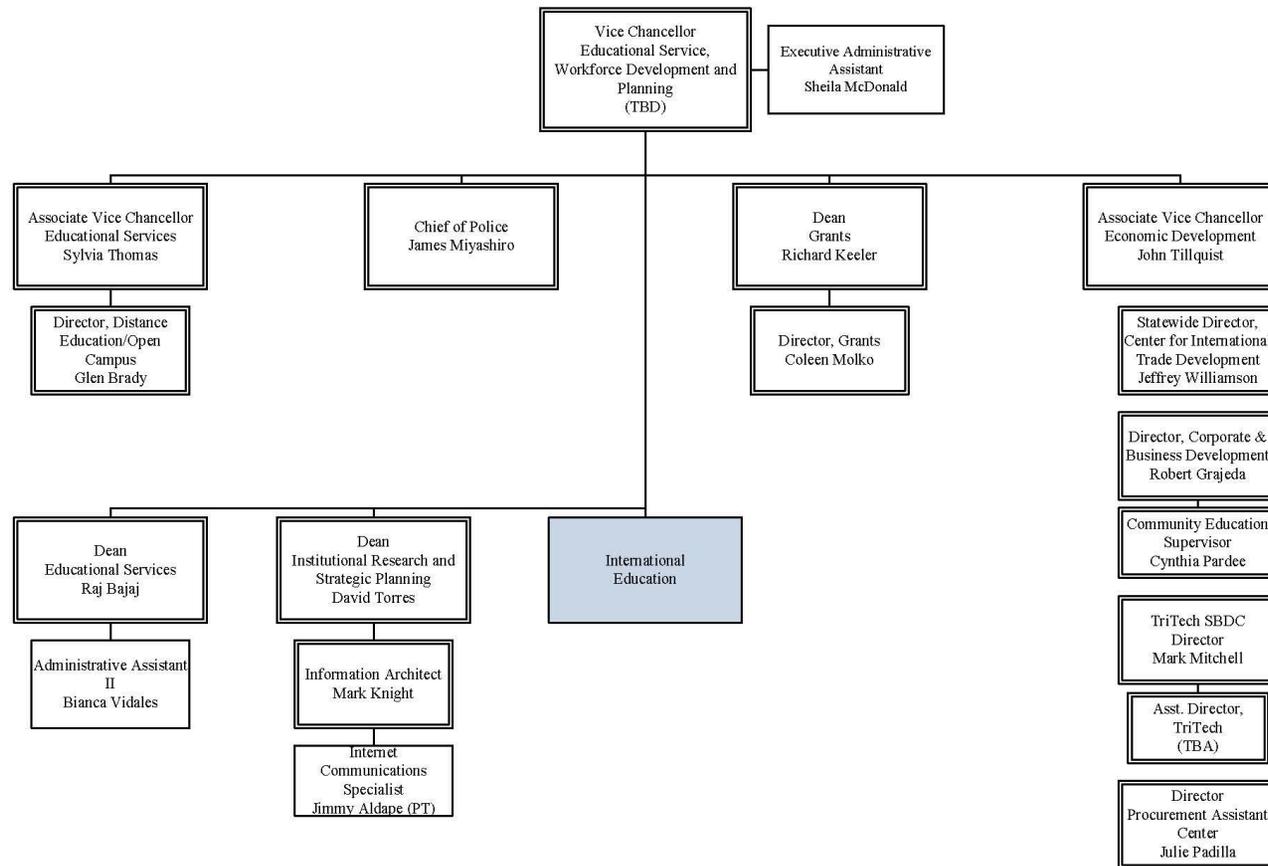
Business and Financial Services



*Please see break out organizational chart for staff in this area.

Riverside Community College District

Educational Services, Workforce Development & Planning

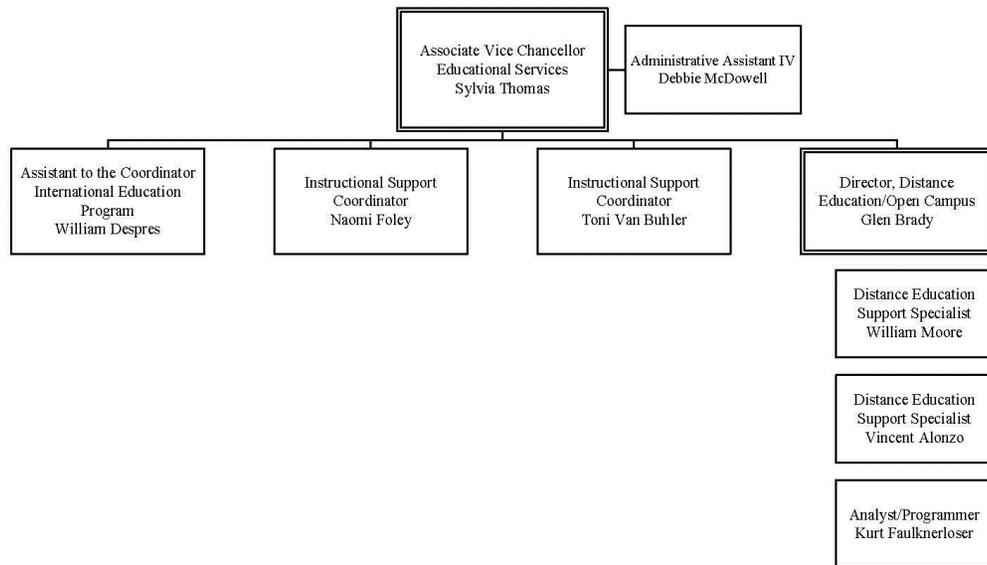


PT=Permanent Part-Time Employee

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Riverside Community College District

Educational Services, Workforce Development & Planning – Educational Services AVC

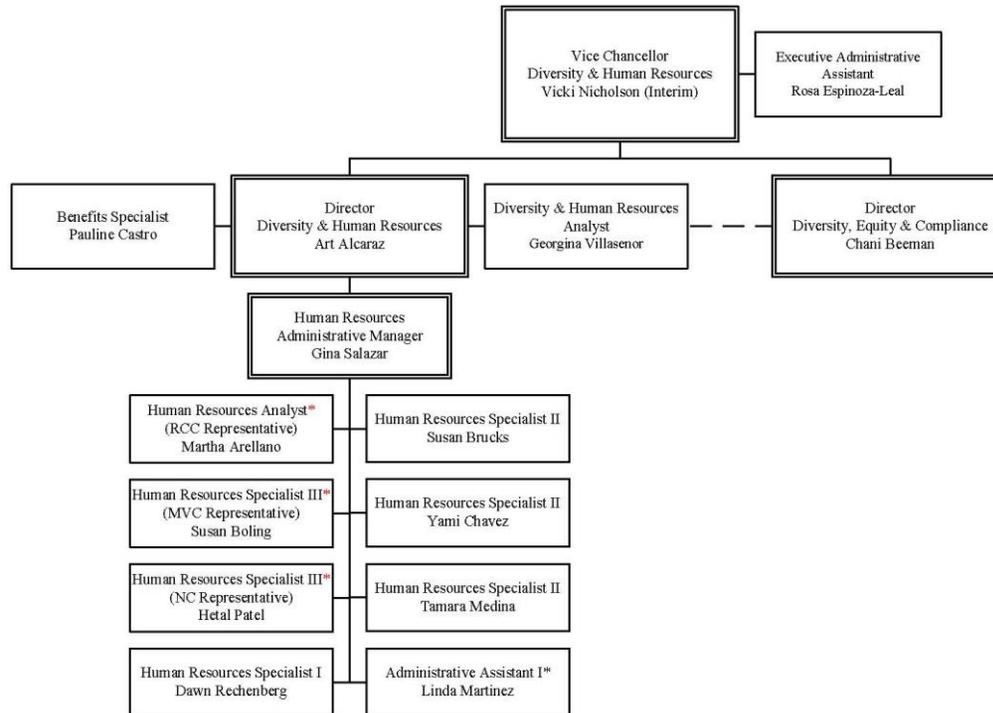


PT=Permanent Part-Time Employee

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Riverside Community College District

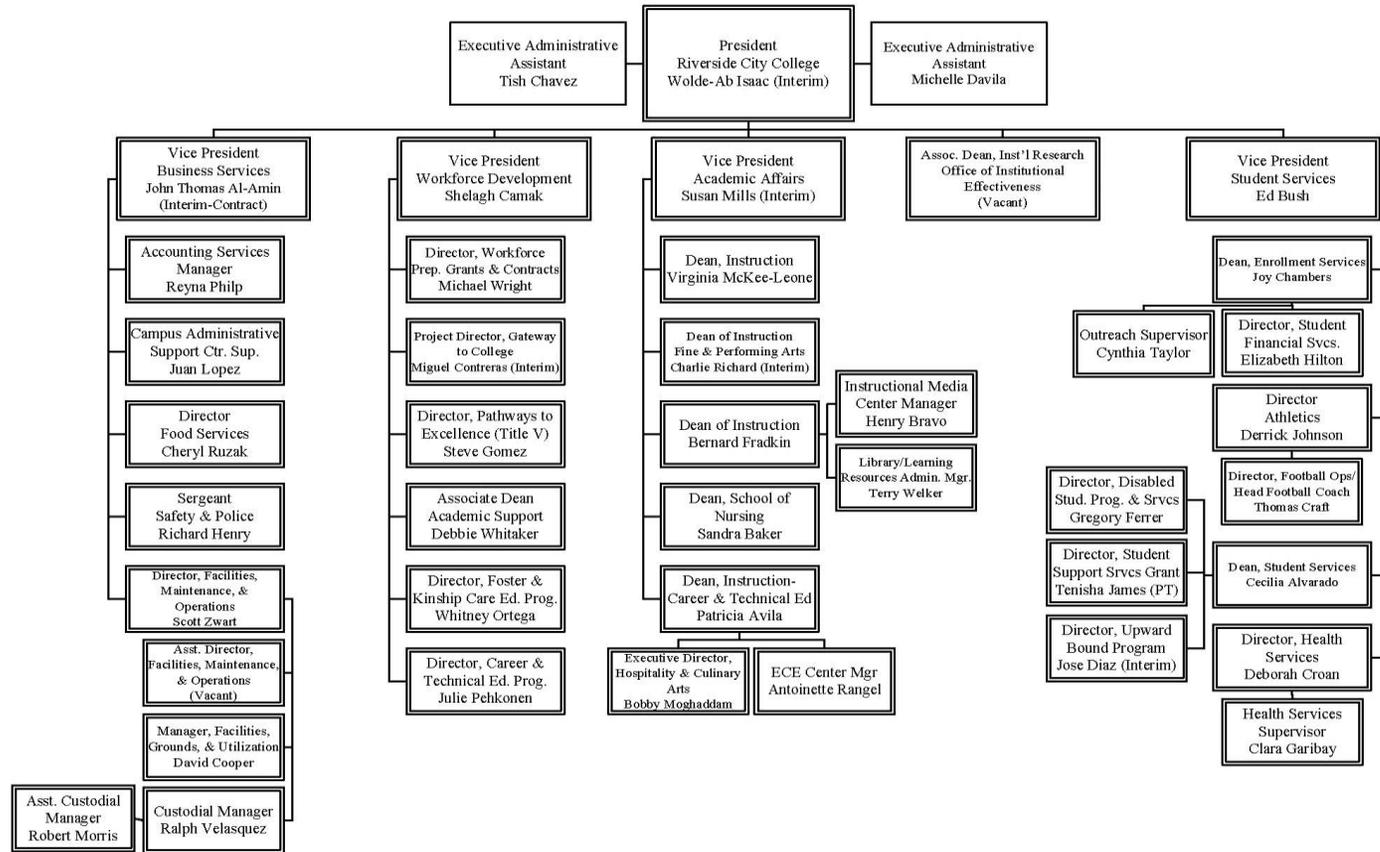
Diversity & Human Resources



*In College Liaison role, indirectly reports to the Vice President of Business Services. Also collaborates with the Director of Diversity, Equity & Compliance in matters involving discrimination and harassment.
*Temporary Re-Assignment

Riverside Community College District

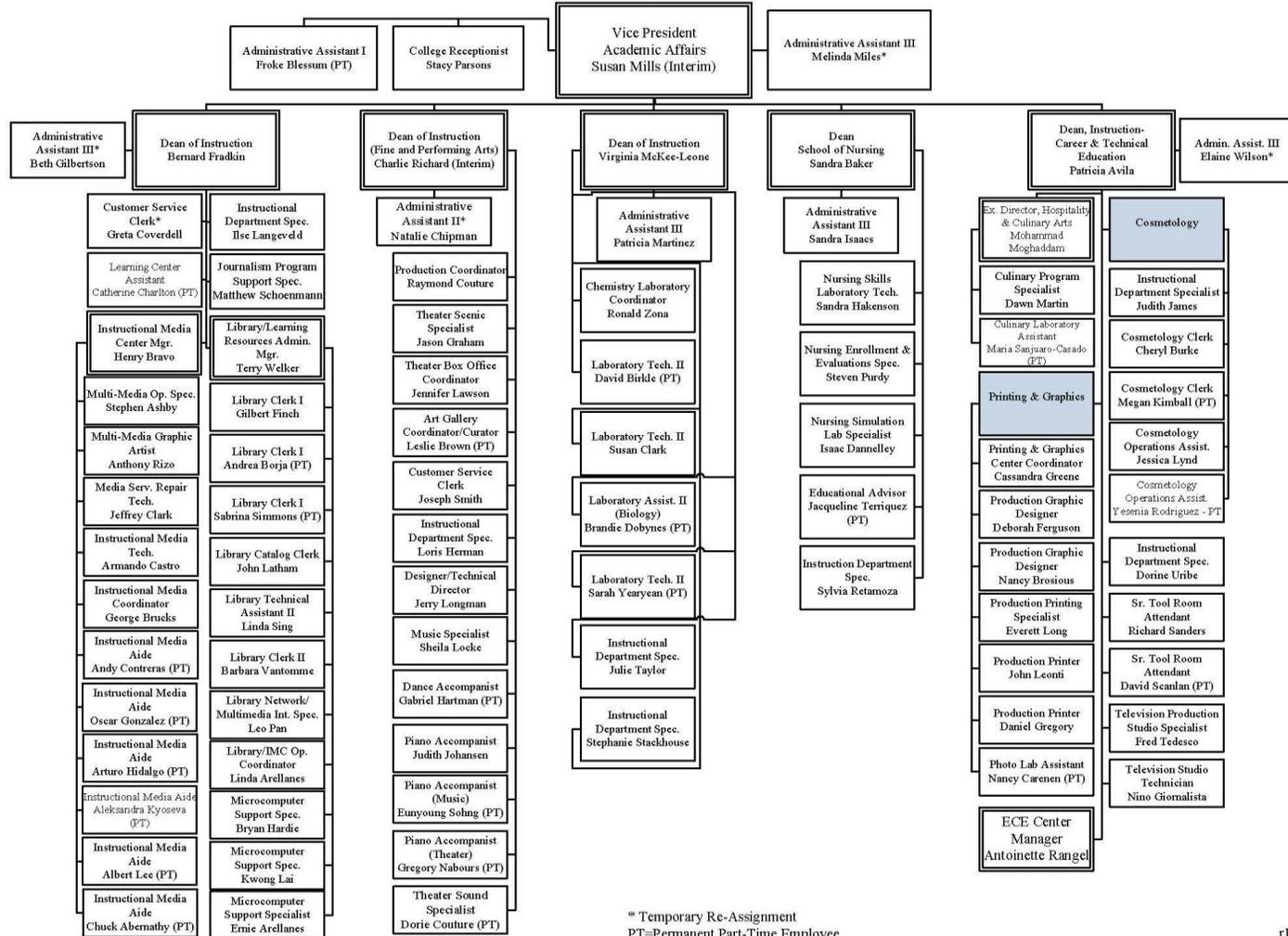
Riverside City College – President’s Office



* Temporary Re-Assignment
PT=Permanent Part-Time Employee

Riverside Community College District

Riverside City College – Academic Affairs

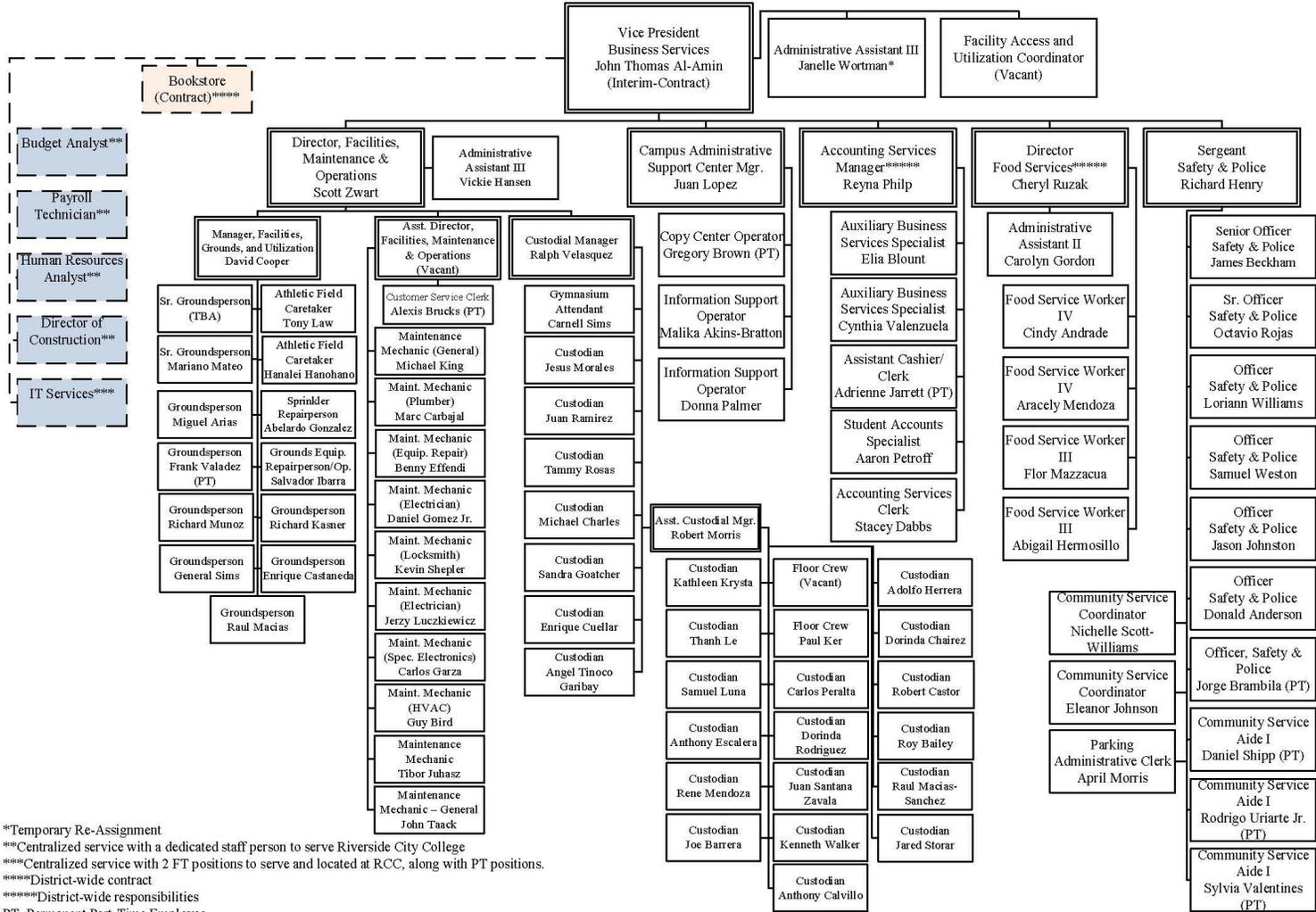


* Temporary Re-Assignment
PT=Permanent Part-Time Employee

r12/10/13

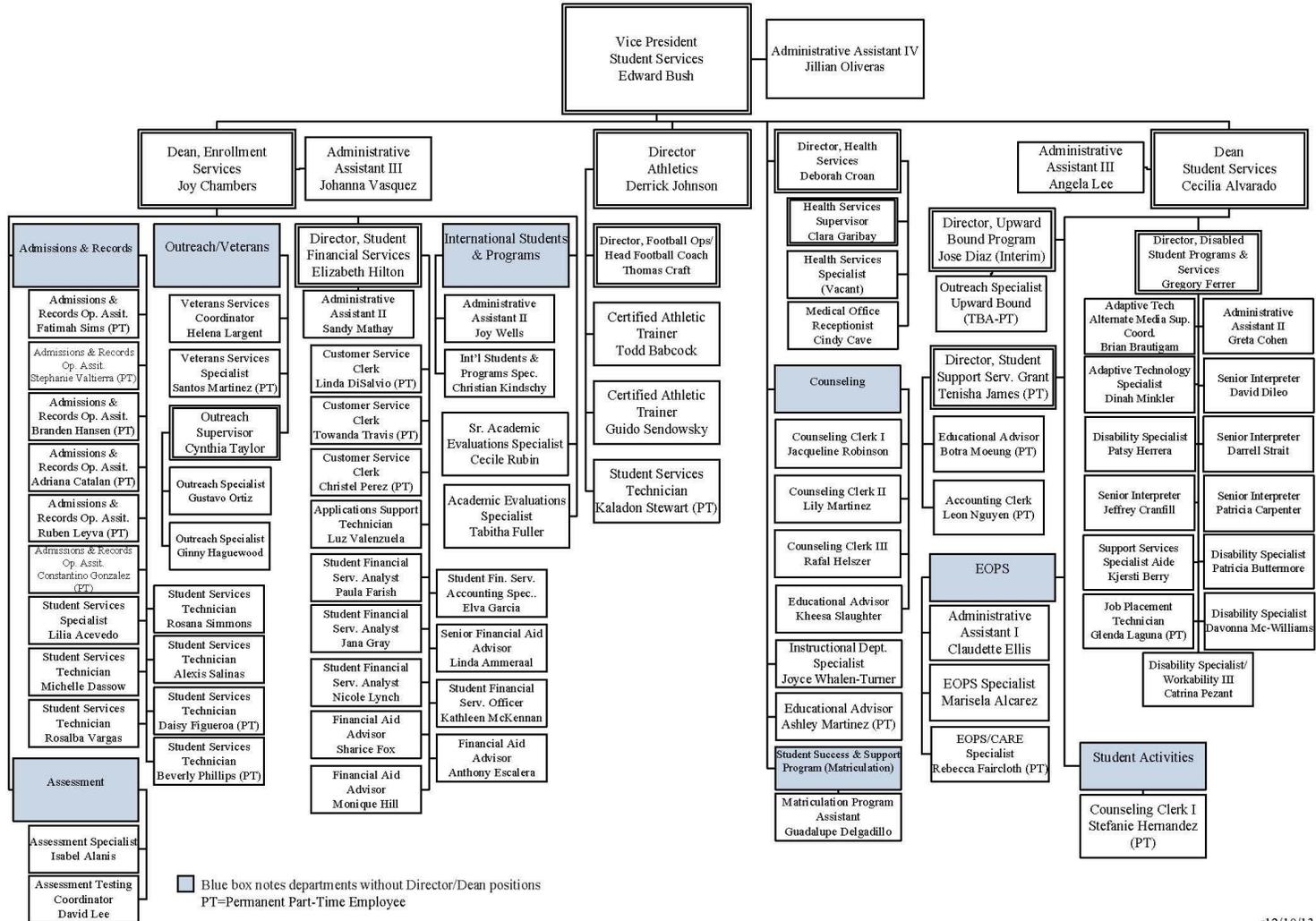
Riverside Community College District

Riverside City College – Business Services



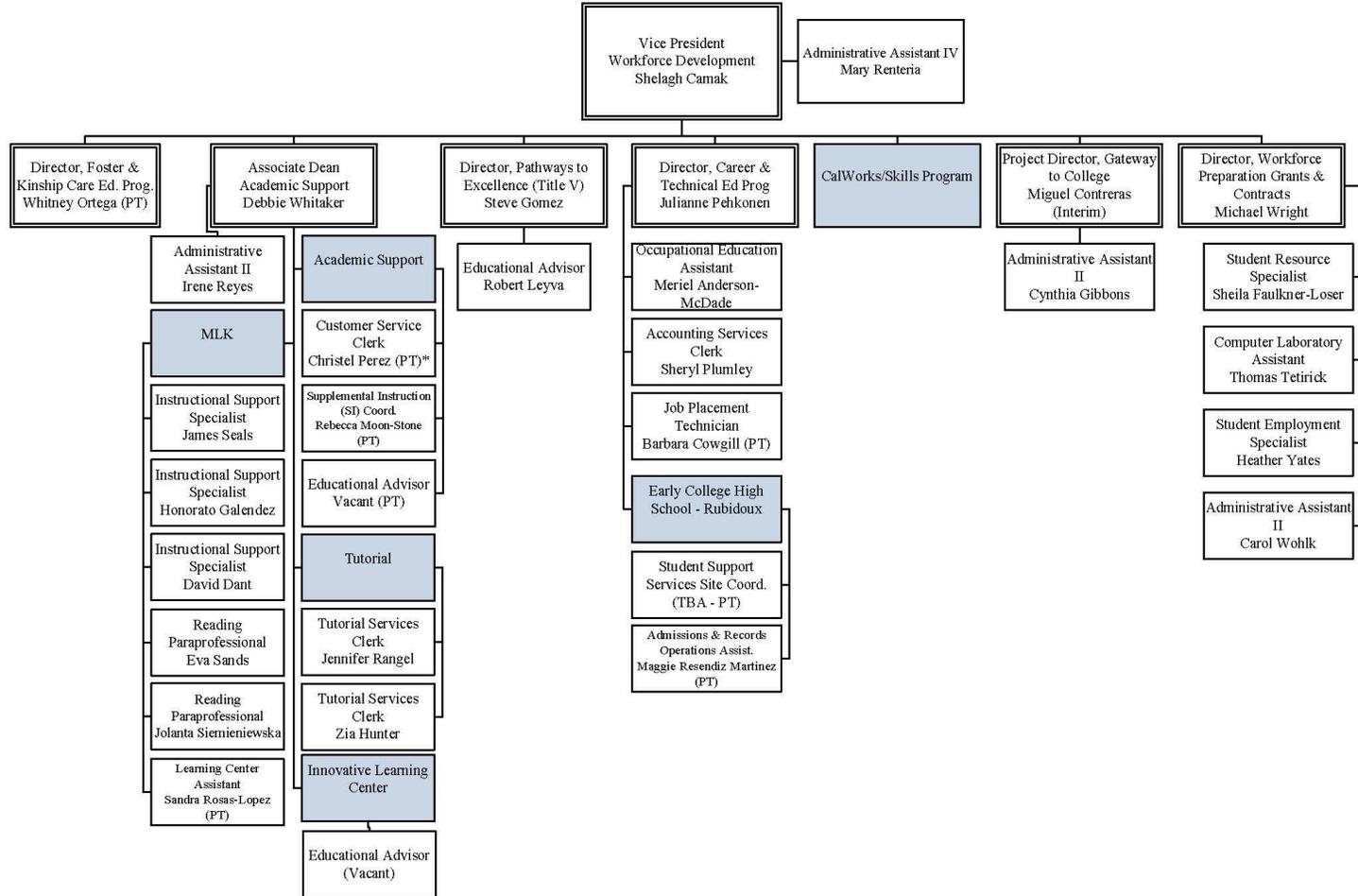
Riverside Community College District

Riverside City College – Student Services



Riverside Community College District

Riverside City College – Workforce Development



*Temporary Assignment
PT=Permanent Part-Time Employee

Riverside Community College District Function Map January 2013 Revisions

The District/College Relationship

The relationship between the three RCCD colleges and the District Office is by nature multifaceted and continuously evolving. The transition from a single college, multi-campus district to a multi-college district has resulted in an on-going assessment of operations and services and, when appropriate and necessary, a shift from centralized district-provided control and service to local college-provided oversight and responsibility. Following the Board's decision to seek approval to create a single district, three-college system, the District acted strategically to increase the capacity of the current and proposed colleges to enable and empower them to make decisions and be more directly accountable and responsive to their local communities.

In the past, the District directed all major processes, but since that time, the role of the District has shifted from being "primary" in terms of responsibility for the oversight of all major functions and operations to being "primary" for some and "secondary" for others. In some instances, the responsibility for carrying out a function or responsibility is "shared" by both the District and the colleges. Currently, District and college administrators and staff work collaboratively to achieve the District and colleges' missions. For example, while the District leads major bond programs and maintains close oversight and accountability of bond resources, the colleges establish and maintain their own facilities, master plans, and bond project priorities. Likewise, while the colleges are solely responsible for identifying and hiring new faculty, staff, and administrative positions, District staff continues to monitor compliance with state hiring mandates and verification of candidate qualifications. This approach to the distribution of organizational responsibilities is illustrated in the RCCD Function Map, which is intended to illustrate how the three colleges and the District manage the distribution of responsibilities. Issues such as economies of scale, seamless coordination of activities, legal compliance, and fiscal responsibility are all considered in assessing the distribution and delineation of functions and responsibility.

The Riverside Community College District (RCCD) Function Map is intended to illustrate how the three colleges and the District manage the distribution of responsibility by function. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed and revised as the result of a collaborative process among the three colleges (Riverside City, Norco, and Moreno Valley) and the Riverside Community College District office. A group, convened by the Associate Vice Chancellor of Education Services, which included the Chancellor and senior administrators from each of the colleges and the District met on October 17, 2012 and again in January to review and revise the current Function Map. A revised draft of the Function Map was shared with college and District constituencies during October, November and December 2012. When the District wide group reconvened on January 10, 2013, it considered the input that had been received and, based on further discussion, revised the Function Map. The revision process helped

further clarify areas of responsibilities and is an accurate depiction of the manner in which each of the functions is addressed.

The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH = Shared Responsibility (the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function-district and college mission statements).

N/A = Responsibility Not Applicable (in cases where neither the District nor the college has such responsibility; for example, Standard II.A.8, concerning offering courses in foreign locations).

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision-making.	P	S
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
<p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>		
	College	District
2. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. When courses, certificates and degrees are shared by two or more of the district's colleges, the course SLOs and program PLOs are common, but the assessment of these outcomes may vary among individual faculty members.	P	S
3. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location. *Except for community education and study abroad which are coordinated at the District level.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing	P	S

	quality and improving instructional courses and programs.		
b.	The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c.	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs. *The three colleges share a common core curriculum across the District, e.g. Eng 1A, His 7, Math 35, etc.	P	S
d.	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S
e.	The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f.	The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies	P	S
g.	If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
h.	The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i.	The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S

<p>3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:</p>	P	S
<p>a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.</p>	P	S
<p>b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	P	S
<p>c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	P	S
<p>4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p>	P	S
<p>5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	P	S
<p>6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>	P	S
<p>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	P	S

b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and regularly reviews institutional policies, procedures, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. *The three colleges share the same Board policies and procedures which are reviewed periodically. The colleges are responsible for the content of their catalogs, documents, and information disseminated to the public.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks. *Institutional Code of Professional Ethics is a district board policy.	SH	SH
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A
B. STUDENT SUPPORT SERVICES The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.		

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: <ul style="list-style-type: none"> a. General Information b. Requirements c. Major Policies Affecting Students d. Locations or publications where other policies may be found. 	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. *The three colleges share an application and placement instruments; validation of the instruments occurs across the district.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. *Each of the colleges is responsible for maintaining, storing, and managing their own records. The District manages one administrative system, Datatel, and maintains a secure back up of records and files.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these	P	S

evaluations as the basis for improvement.		
C. LIBRARY AND LEARNING SUPPORT SERVICES		
Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

A. HUMAN RESOURCES

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

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	P	S
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	P	S
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	P	S
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S
B. PHYSICAL RESOURCES		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
• To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S
C. TECHNOLOGY RESOURCES		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S
D. FINANCIAL RESOURCES		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development,		

<p>maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning. Once the District receives its allocation from the state, the District and colleges engage in a collaborative process which utilizes the agreed-upon Budget Allocation Model (BAM) to allocate financial resources. Each college is then responsible for managing its own financial resources.</p>		
	College	District
1. The institution's mission and goals are the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
c. Appropriate financial information is provided throughout the institution, in a timely manner.	S	P
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	S

e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	P	S
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	P	S
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.	S	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	S	P
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	S	P
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures	S	P
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	SH	SH
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.	N/A	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	N/A	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	SH	SH
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board	S	P

delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.		
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P

b.	The district/system provides effective services that support the colleges in their missions and functions.	S	P
c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.	The district/system effectively controls its expenditures.	S	P
e.	The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Certification of Continued Institutional Compliance with Eligibility Requirements

Requirement 1, Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Riverside City College, the senior college in the Riverside Community College District, is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges. Approved and operating under regulations of the California Department of Education and the Chancellor's Office for California Community Colleges, Riverside City College maintains good standing with those bodies.

Requirement 2, Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines the institutional commitment to achieving student learning.

Riverside City College has a formal process to review, to revise (if necessary), and to approve its mission statement, which is published in the College catalog and on its website. The College mission statement works in concert with the District's mission statement and clearly defines the constituency the institution serves. A more detailed description of the process and of the appropriateness of the mission exists in Standard IA.

Requirement 3, Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Riverside City College, one of three accredited colleges in the Riverside Community College District, has a publicly elected five-member Board of Trustees, joined by a non-voting student trustee, who governs all three colleges. Members are elected to four-year terms, which are staggered to ensure continuity. Board members have no employment or personal financial interests in the College and hold monthly public meetings with notices and agendas

that conform to the Brown Act. The Board has numerous policies, all available to the public, that include an ethics and conflict of interest policy. The Board members approve the institution's budget and receive monthly financial reports as well as other formal financial and audit reports to ensure the fiscal integrity of the College. The Board also approves all curricula before the College offers any new courses, programs, or degree patterns. At its [March 20, 2012](#), meeting the Board, after significant study and deliberation, decided to move from an at-large representation to an area representation and to continue with the five-member size.¹

Requirement 4, Chief Executive Officer

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

The governing board appoints the Riverside City College President after receiving a recommendation by the Riverside Community College District Chancellor. Dr. Wolde-Ab Isaac, Interim President and CEO of Riverside City College, reports directly to the Interim Chancellor. The governing board has adopted Board Policy 2430, Delegation of Authority to Chancellor and College Presidents, to define and delineate the authority of the chancellor and the college presidents. The chancellor serves as secretary to the Board of Trustees, which delegates to the chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action. Authority flows from the Board of Trustees through the chancellor to the college presidents. Each college president is responsible for carrying out the District policies. Each college president's administrative organization serves as the established administrative authority on campus. The president is the final authority at Riverside City College.

Requirement 5, Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Riverside City College has a sufficient number of administrative staff with the necessary experience and qualifications to provide appropriate administrative oversight necessary to support the College's mission and purpose. Four vice presidents and seven deans support the president and have authority over specific units within the College. The organizational charts above demonstrate the specific areas of responsibility for each of the administrative staff.

Requirement 6, Operational Status

The institution is operational, with students actively pursuing its degree programs

Riverside City College has operated continuously since 1916, with students actively pursuing certificates and degrees as well as preparation for transfer to four-year institutions. The

College offers a comprehensive and diverse complement of associate degrees, transfer courses, career and technical programs, and basic skills course offerings.

Requirement 7, Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

To meet its stated mission, Riverside City College offers Associate of Arts and Associate of Science degrees and a variety of certificates. (See Requirement 8 below.) The 2013-14 Riverside City College Catalog offers a detailed and wide-ranging list of Associate of Arts areas of emphasis, Associate Degree for Transfer areas, and Associate of Science CTE programs and certificates. The College has continued to expand the offerings since the 2007 Self Study Report. The 2013-14 Riverside City College Catalog lists 63 AA/AS/AA-T/AS-T degree patterns.

Requirement 8, Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Riverside City College's degree programs are congruent with the College's mission, are based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations Title 5 curriculum requirements and, when combined with the general education component, represent two years of full-time academic work. Course outlines in both degree credit and non-degree credit courses include established student learning outcomes, which students achieve through class content, assignments, and activities. All course outlines are subject to periodic, rigorous program review. The 2013-14 Riverside City College Catalog lists 63 AA/AS degrees, 39 state-approved career/technical certificates, and 36 locally approved certificates.

Requirement 9, Academic Credit

The institution awards academic credit based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Riverside City College awards academic credit based on accepted practices of California community colleges under the California Code of Regulations, Title 5 §55002.5. Detailed information about academic credit is published annually in the College catalog.

Requirement 10, Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it

demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Board-approved institutional General Education Student Learning Outcomes (SLOs) have been published in the College catalog since the 2007-08 academic year. Also, program-level SLOs have been adopted for all Riverside City College AA/AS degrees, areas of emphasis, certificates, transfer-model curriculum, and career/technical programs offered by the College. Course outlines of record contain appropriate course-level SLOs integrated with methods of instruction and evaluation; course SLOs are also linked to institutional General Education Student Learning Outcomes. Course-level SLOs are achieved and assessed by a variety of methods. Riverside City College has developed and implemented its College Institutional Assessment Plan to monitor assessment activities at all levels. Each discipline and department reports its assessment activities as part of the program review process. As part of the faculty evaluation process (both full-time and contingent faculty evaluations), peer evaluators and administrators review faculty syllabi and visit classes to ensure that all faculty members adhere to the course outlines of record and identify the course SLOs in the course syllabus.

Requirement 11, General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for the areas of study for general education.

All degree programs require a minimum of 22 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. The [general education courses](#) give students “broad exposure to ideas and skills outside their own areas of special interest.”² Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution’s general education program is scrutinized for rigor and quality by the Academic Senate, the Matriculation Committee, the Curriculum Committee, and by the articulation of its courses with other institutions of higher education, especially the University of California and the California State University. Moreover, the College has developed specific General Education Learning Outcomes and has begun a more comprehensive process to assess those outcomes. In spring 2013, the College conducted an areas of emphasis assessment project to map area of emphasis (AOE) course student learning outcomes to AOE program learning outcomes and to assess student achievement of the program-level student learning outcomes.

Requirement 12, Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or

sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Riverside City College supports academic freedom and has committed itself to intellectual freedom and independence of thought. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Policy 4030 endorsing the American Association of University Professors (AAUP) Statement on Academic Freedom. The institution prides itself on offering an open, inquiring, yet respectful and transparent education experience. The College publishes a statement on Academic Freedom in the Riverside City College Catalog.

Requirement 13, Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's education programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

In fall 2013, Riverside City College employed 212 full-time faculty and 575 contingent faculty. All faculty meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in Title 5 of the California Code of Regulations. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement, the Faculty Handbook, and established processes, including strategic planning and assessment. These responsibilities, entrusted primarily to full-time faculty, include participation in curriculum, in program review, in the development and assessment of student learning outcomes, and in the strategic planning processes.

Requirement 14, Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Riverside City College provides a comprehensive array of services for all its students, with particular attention to the support for those students requiring preparation for college-level work. Each student service unit supports the mission of the College and the academic success of the students. The College offers a wide range of services through the WebAdvisor system to support the success of students, including those enrolled in distance education courses. Also, students access information, forms, and services through links provided on the College's home page.

Requirement 15, Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students for its programs.

Riverside City College has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with Title 5 of the California Code of Regulations. Student admission supports the Riverside City College

mission statement, and the matriculation process, especially the emphasis on student educational plans, helps to ensure that students are appropriately qualified for the program and course offerings. Information about admission requirements is available in the College catalog, in the schedule of classes, and on the College website. Students can apply online or with a paper application. Also, students take placement tests in reading, math, ESL, and English as a prerequisite for admission into the appropriate level in those disciplines.

Requirement 16, Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Riverside City College provides access to sufficient print and electronic information and learning resources through its library and student-support programs to meet the educational needs of its students. The library has faculty and staff to assist students in the use of College library services and resources. Internet access, including free wireless, and online computer search capabilities are available without charge to students in the library, in student support programs, and in learning centers. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

Requirement 17, Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Riverside City College, through the Riverside Community College District, receives and documents the funding base from the Chancellor's Office for California Community Colleges. The Riverside Community College District allocates funding, using the process outlined in the District's budget allocation model, to the three colleges in the District and to the District administrative offices. The District's and the College's mission statements, program review processes, and strategic planning processes serve as the basis for allocating the District's and the College's resources. The budget and planning processes support a comprehensive set of learning programs and services, all aimed to improve institutional effectiveness. The District's annual budget is publicly adopted by the Board of Trustees and funds the College's student learning programs and services. The Vice President for Business Services oversees appropriate and effective utilization of the College's annual budget and prepares the College's Midrange Financial Plan, which tracks the requests for resources from the annual unit plans and identifies the funding sources of the requests that were funded. The planning process, institutional audits, various state reports, and Office of the Vice Chancellor of Business and Finance assure that the College remains financially stable.

Requirement 18, Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified

public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The Riverside Community College District undergoes and makes public an annual external audit for the District and its colleges by a [contracted certified public accounting firm](#). The audit is conducted in accordance with the standards contained in the following audit guide: State and Local Governments, Government Auditing Standards, Circular A-133 Audits, and Not-For-Profit Entities (Foundations). In addition, the external auditing firm follows the following standards: Circular A-133 for Single Audits, Government Auditing Standards (Yellow Book), U.S. Auditing Standards, and the Contracted District Audit Manual provided by the California Community College Chancellor's Office³. The Board of Trustees reviews these annual audit reports on a regular basis. Also, the District responds to the annual audit management letters to delineate the manner by which the District has addressed the auditor's concerns or recommendations. In addition, the Chancellor's Office for California Community Colleges monitors the District's financial stability and compliance with state regulations and codes through the annual 311 Report submitted in the fall of each year. The Riverside Community College District has demonstrated continued compliance with Title IV federal requirements. Copies of the [District Budget and Audit Reports](#) for the last few years are available online.⁴

Requirement 19, Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning resource allocation, implementation, and re-evaluation.

Riverside City College has an established institutional planning process, integrated with the District Strategic Plan, to provide planning for the development of the College, including integrated plans for academic personnel, learning resources, student services, facilities, and financial development. It has established procedures for program review, assessment, and institutional improvement. In November 2010, a visiting follow-up team reported "that the college has fully met the expectations of the recommendation and is in compliance with Commission standards, eligibility requirement and policies." The College has recently developed a SharePoint site to make public the progress the College has made on institutional goals, which are published as part of its annual report card, and the results of various student learning outcome assessment activities.

Requirement 20, Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following (34 C.F.R § 668.41-43; §668.71-75):

General Information

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

Requirements

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

Major Policies Affecting Students

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

Locations or Publications Where Other Policies may be Found.

The Riverside Community College District produces for each of its three colleges a separate catalog and a separate schedule of classes that contains the listings of classes offered at each college and off-campus centers. The catalog is available electronically. These documents, along with multiple District and College websites and other appropriate publications, provide accurate and current information about the institution that announces its mission and goals, its admission requirements and procedures, its academic calendar and program length, its rules and regulations, its cost and refund policies, its learning resources, its financial aid centers, its grievance procedures and other policies affecting students, the names and academic credentials of its faculty and administrators, the names of the Board of Trustee members, and all other items relative to attending or withdrawing from the institution.

Requirement 21, Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation (34 C.F.R §668 - misrepresentation).

Riverside City College has demonstrated its commitment to the eligibility requirements, accreditation standards, and policies of the Commission. Since the last Self Evaluation Report in 2007, the College has had an ongoing dialogue with the Commission and has complied with all Commission requests, directives, and decisions. The Riverside Community College District Board of Trustees provides assurance that Riverside City College adheres to Commission requirements, standards, and policies; describes the College in identical terms to all its accreditation agencies; communicates any changes in its accredited status; and discloses information required by the Commission to carry out its accrediting responsibilities. All disclosures by the College are complete, accurate, and honest.

Evidence

¹ Review the backup material for the [March 20, 2012](#), Board of Trustees meeting.

² See page 36 of the [Riverside City College 2013-2014 Catalog](#) for details about General Education Student Learning Outcomes.

³ See [e-mail, dated 1-16-13, from Bill Rauch, CPA](#), from Vavrinek, Trine, Day and Co. LLP, the District's external audit firm.

⁴ Attached is the [link for the District budget and audit reports](#), including management letters.

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

At Riverside City College, all courses offered in the online or in the hybrid format already exist as traditional face-to-face lecture courses; these courses function as an extension of the College's efforts to fulfill its mission, not a change in kind. Transferable courses constitute the majority of online and hybrid [course offerings](#).¹ The College controls the development, implementation, and evaluation of courses taught in the online or hybrid format in the same manner as regular face-to-face offerings, except that faculty wanting to offer an online-based course must complete the [Online Blackboard Academy](#), which consists of six online modules that must be completed within a month.² The Open Campus Department has also created over 100 online tutorials for faculty and pays experienced instructor/mentors at each college a stipend to serve as contact support after faculty complete the academy. All of the courses and programs offered in the [distance education](#) format have the same student learning outcomes as the face-to-face offerings and are assessed by the faculty in the disciplines offering the courses. Before a course is offered in any distance education format, the course must undergo an additional approval process. The details of this process, outlined in the College's CurricUNET website in the section "How to Build a [DE Course Proposal](#)," include approval by the discipline faculty and by other College departments, including Disabled Student Services.³ The faculty proposing the course must explain the details of the course management, including how the course supports regular and substantive interaction between faculty and students, and must offer a rationale for teaching the course in the distance education format. During the 2013-14 academic year, to clarify the difference between correspondence and distance education, a group of Riverside City College faculty gathered federal, state, and accrediting regulations related to distance education. The resulting document, expanded by faculty at Moreno Valley College and at Norco College, was reviewed by the curriculum committees at all three colleges. The [Riverside City College Curriculum Committee](#), by unanimous resolution, forwarded the document in November 2013 to the College's Academic Senate.⁴ The [Commission approved](#) a Substantive Change Proposal for Distance Education in May 2012.⁵ The College uses a secure log-in and password procedure to verify each student's identification.

Policy on Institutional Compliance with Title IV

The District and the College monitor and audit, using an external auditor, all categorical funds received from the federal government. If any budget item is questionable, the external auditing agency notes the problem under its [Summary of Findings](#) and the District and the College correct the action.⁶ The Riverside Community College Budget uses a separate budget section (Fund 12, Resource 1190, Grants and Categorical Programs) that identifies all federal funds received by the College. On November 29, 2012, the United States Department of Education reapproved (initially approved and certified on January 25, 1985) and gave full certification to Riverside City College until September 30, 2018.⁷ The College is not required to have a default rate reduction plan due to its low default rate, but the College does have a Default Rate Management Plan in place.⁸

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principle of good practice.

Because Riverside City College is an open enrollment institution, it does not actively recruit students, although it has an Outreach Office that visits local high schools and helps students navigate the process of enrollment and matriculation. The Outreach office also answers potential or enrolled student questions on Facebook and via e-mail. The [Riverside City College Catalog](#), various [web pages](#), and the [Schedule of Classes](#) accurately and clearly identify all conditions for transfer of course credits, conditions for acceptance of course credits, requirements for course completion and licensure examinations, degree and certificate completion requirements, a list of full-time faculty members and their degrees, and all entrance requirements in addition to all other items listed in the Commission Policy.⁹ The College has a job placement office. Also, it accurately represents its accredited status in the College catalog.

Policy of Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectation and it must apply the policies and procedures consistently to its courses and programs.

At the time of an educational quality and institutional effectiveness review (formerly comprehensive review), the Commission will review the institution’s policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit hour conversion formula. The Commission will make a reasonable determination of whether the institution’s assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution it must take appropriate action and promptly notify the U.S. Department of Education (34 C.F.R. § 602.24 (f) (1), (2); §668.8 (l) (1).)

All degrees and credits awarded at Riverside City College conform to commonly accepted practices in higher education and fulfill all Title 5, California Education Code, and the California Community College Accounting Manual requirement regarding credit hour and clock hours and certificate and associate degree requirements. The academic courses of study in the various degree and certificate programs have sufficient length, breadth, and content; the courses of study have appropriate levels of rigor and clear statements of student learning outcomes and undergo periodic assessment to ensure that students are achieving those outcomes. The College has articulation agreements with the California State University system and the University of California to ensure that the courses meet the commonly accepted standards for the discipline. Also, the College state-approved certificate programs have been reviewed and approved by the Chancellor’s Office for California Community Colleges.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, and staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Riverside City College and the Riverside Community College District make an effort to provide clear and accurate information to the public and all constituencies. The institution, both the College and the District, complete all annual reports to the Commission, to the Chancellor’s Office for California Community College, to the state and federal governments, and to any other body needing information about the College. These reports are available to the public, many of which are available on the various websites. The College catalog, the schedule of classes, and various College and District websites provide information about the mission, the programs, admission requirements, available student services, fees and costs, financial aid programs, transcripts, transfer of credit, and refunds as well as its accredited status. Board policies exist to assure integrity with academic honesty, hiring, conflict of interest, and due process protections and are regularly reviewed and available on the district websites. The [Board of Trustees Policy Manual](#)¹⁰ includes policies for each of the areas identified in this Commission Policy on Integrity and Ethics, including the code of ethics for the Board of Trustees, administration, faculty, and students. It includes grievance and

complaint procedures for all constituencies of the College, including procedures for confidential and anonymous submission of complaints.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible the applicant, candidate, or accredited institution for compliance with Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Riverside City College does not contract with any non-regionally accredited organizations for any of its academic classes, degrees, or programs. All contracts with outside entities go through a rigorous review and approval process ([Board Policy 6340](#), [6345](#), [6352](#), and [6365](#)), including review and approval by the District's general counsel and Board of Trustees, before the contract is signed by the appropriate administrator, who has been granted authority to sign legal contracts by the Board of Trustees ([Board Policy 6100](#), Delegation of Authority, and [Board Policy 6150](#), Designation of Authorized Signatures), and implemented.¹¹ Also, the District uses an internal process for administrative units, [Contract Procedures and Guidelines](#), to guide all contracts with outside organizations.¹² The College is part of the Riverside Community College District and shares some facilities, such as the District offices, and processes, particularly Board of Trustee policies and some data bases in the library. The District submitted a substantive change proposal before the District became three separately accredited institutions.

Evidence

¹ See the [Schedule of Classes](#), particularly the section identifying the distance education offerings.

² Review the Online Blackboard Academy modules through the [Open Campus](#) Department.

³ The complete [process](#) exists on CurricUNET as well as a complete list of [courses with DE approval](#).

⁴ See [minutes of the November 2013 Riverside Curriculum Committee](#) for resolution and document.

⁵ See [letter from the Commission](#), dated July 16, 2012, for final approval of the college's Substantive Change Report.

⁶ Refer to the [annual audits of the Riverside Community College District](#).

⁷ See the Title IV Eligibility and Certification Approval Report and the Program Participation Agreement.

⁸ Refer to the Default Rate Management Plan.

⁹ See the [Riverside City College Catalog](#), the [college website](#), and the [Schedule of Classes](#) to view the manner by which the college represents itself.

¹⁰ The [Board of Trustee Policy Manual](#), available on the college and district websites, establishes governance procedures and policies that guide the college and district in all areas identified in the Commission Policy on Institutional Integrity and Ethics.

¹¹ Refer to the [Board of Trustee Policy Manual](#) for the specific language for entering into contracts with outside entities.

¹² See the internal document, Riverside Community College District Agreement/[Contract Procedures and Guidelines, February 2013 Update](#).

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

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 1A.1 and IIIId.1);**
- **Provide a framework for the college's/campuses' strategic plans (Standard 1B.4);**
- **Drive the allocation of district resources for the college, campuses, and district office (Standard IIIId.1; Eligibility Requirement 19). The need to connect budget and planning remains unfulfilled from the 2001 accreditation recommendations.**

Response:

The College has fully addressed this recommendation in its Follow-up Report (October 15, 2009) and its subsequent Follow-up Report (October 15, 2010). The Commission accepted the reports and the reports generated by the follow-up visiting teams at its January 2010 and 2011 meetings. The follow-up 2009 visiting team, chaired by Dr. Sherrill Amador, concluded that the District had “partially implemented the recommendation” because Riverside City College had “an incomplete strategic planning document.” This concern was fully addressed in the subsequent follow-up report (October 15, 2010). The 2010 follow-up visiting team, chaired by Dr. William Karns, responded to “the five significant areas related to planning that the college needed to address,” which had been identified by the 2009 follow-up visiting team, and concluded that “all five areas have been completely addressed” and that the College “has achieved the ‘sustainable continuous quality improvement’ level and believes that the college has fully met the expectations of the recommendation and is in compliance with Commission standards, eligibility requirement and policies.” Since the follow-up teams 2010 visit, the District and the College have used the strategic planning processes for the 2010-11, 2011-12, 2012-13, and 2013-14 academic years. The College has also reviewed its mission statement using the processes in place. (See response to College Recommendation 1.)

In fall 2012, the District began the process to refresh the Riverside Community College District Strategic Plan: 2008-12. The District hired a consultant, Dr. Esteban Soriano, to guide the “refresh” process and to develop the Riverside Community College District Centennial Strategic Plan: 2012-2016. The 27-member District Strategic Planning Committee reviewed the progress the District had made to achieve the seven strategic themes in the 2008-12 District Strategic Plan. Sub-committees began discussion regarding the updating of the District’s vision, mission, and values statements and to evaluate the new External Environmental Scan for new data to revise the District’s strategic themes. Dr. Soriano also guided the District Strategic Planning committee in a SWOTS (strength, weaknesses, opportunities, threats, and strategies) analysis and in the integration of the strategic plans from the three colleges into the refreshed District plan. After extensive

review and revision by the planning committees at the three colleges, the refreshed [plan](#) was adopted and approved by the Board of Trustees at its May 21, 2013 meeting.¹ In fall 2013, the District named a workgroup, composed of members from the District and the three colleges, to develop operational definitions and specific measurable outcomes and targets for the refreshed plan. It is also developing actionable improvement plans for each of the District's strategic goals and initiatives.

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.3e);**
- **Is widely disseminated and reviewed periodically for effectiveness (Standards IID.2b and IID.3);**
- **Is linked to the strategic plans at the district, college, and campus levels (Standards IA.1. IID.1a-d, and IVB.3c).**

Response:

The District and the College have implemented this recommendation. At its January 2010 meeting, the Commission accepted the College's Follow-up Report (October 15, 2009) and the follow-up visiting team's report. The follow-up visiting team, chaired by Dr. Sherrill Amador, concluded that "the District with Norco, Moreno Valley and Riverside City participation has implemented this recommendation." The follow-up visiting team "documented that the new model was utilized in the 2008-09 and 2009-10 budget development processes," and it suggested that "the District will want to provide more evaluative information as to how well the model has worked in the future." The District and the College have used the budget allocation process in its [2010-11](#), [2011-12](#), and 2012-13 budget development processes.² Since the 2009 follow-up team's visit, the [District Budget Advisory Council](#) (DBAC), composed of representatives from all three colleges and the District and charged with reviewing the budget allocation process, has conducted a [survey](#) of the committee's effectiveness and has begun [discussion](#) to revise the budget allocation process to reflect the changing needs of the colleges and the District and to address the effectiveness of the model in the budgetary reduction environment currently being experienced in the state.³ DBAC will continue to assess the effectiveness of the budget allocation process on an ongoing basis. In spring 2013, the District Budget Advisory Council, with the three college presidents working with the council, began the process of revising the budget allocation model. The District implemented the basic framework of the revised model in its 2013-14 adopted budget. Some policy decisions still need to be resolved. Also, certain provisions of the revised model require a transition period. A detailed discussion of the principles of the new model exists in the Introduction to the RCCD 2013-14 Adopted Budget (pp. 19-21).

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).**

Response:

This recommendation has been addressed in the Follow-up Report (October 15, 2009) and validated by the follow-up visiting team, chaired by Dr. Sherrill Amador. The Commission took action to accept Riverside City College’s Follow-up Report and the follow-up visiting team’s report at its January 2010 meetings. The follow-up visiting team concluded that the District and the College have “fully addressed this recommendation.” To continue its efforts to improve its organizational structure, one that better meets the needs of a three-college district, the Board received a new [organizational model](#) at its [January 25, 2011, meeting](#). The chancellor presented the District’s reorganization plan, which provides detailed organizational charts and a Function Map that outlines the roles and scope of authority of the administrative units at both the District and College levels.⁴ Also, under the leadership of Dr. Cynthia Azari, president of Riverside City College, the College revised its organizational structure. On May 2, 2011, Dr. Azari presented Riverside City College’s reorganization of academic departments to the Riverside City College [Academic Senate](#).⁵ The College has begun implementing this new structure. In addition, the District continues to reorganize its structure as well, particularly to address the “downsizing” of the institution in the wake of the state’s economic crisis. Although some positions continue to be eliminated or restructured, these changes reflect the needs of a [three-college district](#) and of the College to serve the educational needs of the students.⁶ In fall 2012, a District committee reviewed and revised the [Function Map](#) that delineates the responsibilities of the District and College for each of the accreditation standards.⁷ A complete description of the roles and scope of authority for the CEOs of the District and the three colleges exists in Board Policy 2430, Delegation of Authority to Chancellor and Presidents.

District Recommendation 4

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

Response:

The District and the College have fully implemented this recommendation. In the Follow-up Report (October 15, 2009) and the follow-up visiting team's report, accepted by the Commission at its January 2010 meetings, the District and the College documented the actions needed to fulfill this recommendation. The 2009 follow-up team concluded that "the district has implemented this recommendation." The District and the College have used the selection processes to hire a new chancellor and to hire a new president at Riverside City College in 2010 and again in 2011. The [selection process](#) was also used to hire new presidents at both Norco College and Moreno Valley College during the fall 2011 semester.⁸

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).

Response:

In the Follow-up Report (October 15, 2009), the College and the District fully addressed this recommendation. In a separate report to the Commission, the 2009 follow-up visiting team concluded that "the Board of Trustees has fully implemented this recommendation." Both reports were accepted by the Commission at its January 2010 meeting. Moreover, since the 2009 follow-up team's visit, the Board of Trustees has conducted two additional self-evaluations, one on [May 17, 2010](#), and again on [June 8, 2011](#).⁹ In addition, the Board of Trustees discussed the 2009 follow-up visiting team's suggestion that the Board include "specific annual timelines" for the self-evaluation in Board Policy 2745 at its [October 2011](#) meeting. The Board of Trustees adopted the following change to BP 2745:

In keeping with these principles the Board of Trustees establishes a continuous-self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. ~~and~~ *In order to ensure the sustainability of* said process, *the Board* will be conducted *a self-evaluation no less than to occur prior to the end of June each year*.¹⁰

The Board of Trustees continues to conduct an annual self-evaluation. It made its most recent results public at the June 18, 2013 Board meeting. The Board publishes its annual evaluations on the Board of Trustees website.

College Recommendation 1: Institutional Commitments and Evaluation, Planning, and Improvement.

The team recommends that the college reframe its mission to be comprehensive, including 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 IA).

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

- goals, drives budget allocation, and ensures the distribution of technology and human resources (Standard IID.1);**
- **The team also recommends that the college develop a process of 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 IID.3).**

Response:

The College has responded to this recommendation in all three of its follow-up reports (October 15, 2008; October 15, 2009; and October 15, 2010). In the follow-up visiting team's report (October 2009), which was accepted by the Commission at its January 2010 meetings, the 2009 follow-up visiting team "determined that the college mission aligns with and supports the district's newly adopted mission statement...and that the college's mission statement clearly delineates the student population for which the college is designing its programs and services." However, the 2009 follow-up visiting team concluded that the College had "only partially implemented the recommendation" and placed the College at the "developmental level." The team identified five significant areas of the College's planning processes that needed to be addressed. As a result, the Commission acted to place the College on "warning" for its strategic planning process and required an additional follow-up report and visit. In its Follow-up Report (October 15, 2010), the College documented its efforts to implement the recommendation. The 2010 follow-up visiting team "found that all five areas have been addressed." The 2010 visiting team "believes that the college has achieved the 'sustainable continuous quality improvement' level and believes that the College has fully met the expectations of the recommendation and is in compliance with Commission standards, eligibility requirements and policies." At its January 2011 meetings, the Commission accepted the reports and in its action letter (January 31, 2011) concluded that the "the College has resolved Recommendation 1." It took action "to remove warning" and to reaffirm accreditation based on the visiting team's follow-up report and visit. In addition to the ongoing exchange between the Commission and the College to fulfill accreditation standards, the College has completed three full cycles using the revised [strategic planning](#) process (2010-11, 2011-12, and 2012-13) and has conducted evaluations of the process.¹¹ In spring 2012, the College Strategic Planning Executive Committee developed two areas of emphasis for the 2012-13 academic year: student faculty engagement and student completion. In spring 2013, the College developed a [data set](#) that conforms more closely to the template recommended by the Commission and has established specific numerical targets in order to assess the progress of the institution in improving student success and achievement. This new data have been organized so that each discipline and department is able to analyze the data and to establish specific measurable goals as part of the program review process.¹² Also, using the established process, the [College mission statement has undergone review each year](#).¹³

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).

Response:

Since the College last reported its efforts to meet these standards in its 2007 Self-Study, it has enhanced the “culture of assessment” within the institution. Even the 2007 visiting team noted that “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.” In fact, the 2007 visiting team acknowledged that the College’s approach is “more of a cultural change than a mere procedural accommodation of an externally-imposed mandate.” In spite of these accolades, the 2007 visiting team concluded that the College had only “partially met” standards IIA and IIB, in part, due to the issues with assessment, and that the College was at the “development level of implementation.” However, in its efforts to embrace the “culture of assessment,” the College has developed a comprehensive Institutional Assessment Plan that integrates the assessment of student learning outcomes at the course level, the program level, and degree/general education level. Essentially it codifies the numerous assessment activities that have taken place at the College for many years, and it provides an appropriate vehicle for the College to move from District-coordinated assessment activities to a College-centered approach to assessment. As a result, the College’s current position on assessment is significantly different from its place in 2007 when most of the assessment activities were District-centered. With the approval of Riverside City College’s Institutional Assessment Plan, the College has embedded assessment into all facets of its instructional activities. Moreover, the “culture of assessment” extends into all of the College’s planning activities as well.

In 2007 the visiting team reported that “approximately 90% of the district’s 1,713 course outlines have been updated to include student learning outcomes and that “approximately 50 courses have completed the cycle from the development of student learning outcomes to the assessment, and the use of data for program improvement.” The team also concluded that “assessment of student achievement on student learning outcomes is beginning” but that “this work has not yet extended beyond the course level.” However, the visiting team validated that “several career-technical education programs have defined and assessed program-level student learning outcomes by drawing evidence from external licensing examples and employee surveys.” The team also noted that “courses that fulfill general education requirements are being aligned with the recently approved general education student learning outcomes.” The team acknowledged that the “development of student learning outcomes for degrees and certificates has just begun.” In 2007 the visiting team observed that the College had just begun the process of aligning general education student learning outcomes to specific courses required for degrees and certificates and that the College catalogue did “not include programmatic student learning outcomes.” The team concluded that the “college has not yet identified student learning outcomes for specific programs, certificates, and degrees nor has assessed student achievement on those outcomes.” The team also observed that evaluation of general education student learning outcomes had “not begun and these student learning outcomes are not widely published.” In the area of student services, the 2007

visiting team observed that “virtually all of the outcomes were program focused outcomes rather than outcomes focused on student learning” and did “not address the more complex issue of how the services contribute to the achievement of student learning outcomes.”

In fall 2011, Riverside City College’s Academic Senate approved a comprehensive assessment plan that integrates and coalesces all levels of assessment activities. The College also established an Office of Institutional Effectiveness that coordinates and collects the assessment activities that have occurred at the College. Most important, the Riverside City College [Institutional Assessment Plan](#) addresses the concerns noted by the 2007 visiting team and institutionalizes the “culture of assessment” to a point where the College assesses its planning processes and its academic programs in an ongoing, systematic manner to improve the effectiveness of the institution as a whole.¹⁴ For example, in contrast to its status in 2007, Riverside City College reported (in its [2013 Annual Report](#) to the Commission¹⁵) that 100% of its courses have defined student learning outcomes, that 89% of its courses have an on-going assessment of student learning outcomes, that 100% of its programs have defined student learning outcomes, that 84% of the College’s programs have on-going assessment of learning outcomes, that 100% of student learning and support activities have defined student learning outcomes, and that 100% of these programs have on-going assessment. Moreover, the College has defined institutional student learning outcomes and also has an on-going assessment of institutional outcomes. In addition, the College has now aligned its courses with the general education student learning outcomes and has published those [GE outcomes](#) in its College catalog.¹⁶

The [Institutional Assessment Plan](#), formalizing the assessment activities that have taken place in the past and codifying the structure of future assessment activities, states that the purpose of student learning outcome assessment “is to improve student success and learning” and outlines the essential principles that the institution uses to guide that assessment.¹⁷ It clearly indicates the four primary levels of student learning outcome assessment (course-level, program-level, degree and general education-level, and institutional-level) as well as the effort to assess student satisfaction and engagement as an additional strategy to promote student success. The plan includes outcomes assessment for administrative and student service units as well as to determine how well those units contribute to the achievement of service area outcomes and student learning outcomes. Equally important, the plan connects the assessment of institution-level outcomes with the strategic planning goals and strategies.

The plan also identifies the process for assessing each level and for assessing the administrative and student service units. The central component of the assessment plan involves the program-review process particularly the Unit Plans submitted each year and the Comprehensive Instructional Program Review that each discipline submits every four years. The template for the Unit Plan and for the Comprehensive Instruction Program Review (CIPR) requires that all College units report and document their assessment activities. The College’s Office of Institutional Effectiveness is transitioning the results of the assessment activities at all levels to the new TracDAT site for easy access by all constituent groups.¹⁸ In many cases, evidence of [assessment activities](#) and results reside in departmental/discipline folders and Survey Monkey reports.¹⁹ As part of the program review process, each unit’s report includes a detailed description of the assessment project, the number of students

assessed, the results, and more important, the conclusion drawn about student learning and recommendations for improving. The Riverside Assessment Committee recommends that and encourages each discipline to assess all of its courses within the four-year Comprehensive Program Review cycle.

At the program level, each identified College program which includes the AA/AS degree Areas of Emphasis, general education courses (Gen Ed), career and technical certificates (CTE), the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University General Education Requirements (CSU GE), as well as other programs identified by the College, such as the Honors Program reports its assessment activities through survey results. The Office of Institutional Research identifies students who are in a program. This information is used by programs to direct their assessment efforts. For example, in [February 2011](#), the CTE faculty completed a full day workshop devoted to CTE assessment, which included discussions about the methods of assessment (direct and indirect) as well as discussions about mapping and aligning course student learning outcomes to program student learning outcomes.²⁰ In spring 2013, the Riverside Assessment Committee in conjunction with the Office of Institutional Effectiveness developed an assessment project for the eight areas of emphasis degree programs. In this multidisciplinary project, faculty members utilized direct methods to assess programs student learning outcomes and to identify possible improvements for the areas of emphasis. In addition, a General Education workgroup, with representatives from all three colleges, revised the general education student learning outcomes from six categories with twenty-five bullets to four categories based on the results of assessment activities.

At the more global level of assessment, the College uses various methods to assess, including graduation surveys and the Community College Survey of Student Engagement (CCSSE). A recent [presentation](#) to the Strategic Planning Executive Committee by the College's Office of Institutional Research suggested various ways to use the CCSSE as an effective assessment tool.²¹ More important, the more global outcomes, such as transfer rates and AA degree completion, are linked closely to the Strategic Planning goals and strategies, particularly the key performance indicators, which are assessed using the College's Annual Report Card.

The Riverside Assessment Committee provides a complete overview of the College's assessment activities at all levels in its [Annual Report of Assessment Activities](#).²² This report identifies the specific disciplines, programs, units, and institutional efforts to assess the results of those efforts. It also provides guidance for the subsequent year's activities. In March 2013, the College submitted The [College Status Report](#) on Student Learning Outcomes Implementation to the Commission that provides a narrative analysis and quantitative and qualitative evidence demonstrating status of student learning outcomes assessment at the College.²³

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 administration 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 the district, including mechanisms for providing feedback.**

Response:

In its Follow-up Report (October 15, 2008), the College addressed this recommendation, and the Commission accepted the report at its January 2009 meetings. However, the College has continued to address most of the Commission's concerns with its revised Strategic Plan, Constitution, and Bylaws that outlines and delineates the roles, scope of authority, and responsibilities of all constituencies as well as the reporting and feedback mechanisms for College and District committees. Also, as the District and the College addressed District Recommendation 1 and College Recommendation 1 in its follow-up reports (October 15, 2009, and October 15, 2010), the procedures for moving items or issues through the decision-making process have been clarified and improved. The District's and the College's administrative reorganization plans, discussed above, further outline the lines of authority for the administration. A complete list of all College and relevant District committees and their charges exist on the Riverside City College [Academic Senate website](#).²⁴ During the fall 2011 semester, the [Riverside City College Academic Senate](#) began reviewing the charges of the College committees and their membership, and the [District Academic Senate](#) has also begun reviewing the charges of the relevant District wide committees, their membership, and their lines of reporting.²⁵ The Riverside City College Academic Senate is currently assessing the charges of all its committees and is seeking ways to align the College and Senate committees more closely with the strategic planning leadership councils.

Evidence

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- ¹ Review the Riverside Community College [District Centennial Strategic Plan](#): 2013-2016.
 - ² See the exhibits in the [2010-11](#) and [2011-12](#) budgets adopted by the Board of Trustees.
 - ³ Review the results of the District Budget Advisory Committee evaluation survey and the minutes of the DBAC meeting of [Dec. 9, 2011](#), that [report the discussion](#) of the allocation model as well as the report of the [DBAC survey presented by Daniel Martinez](#), Associate Dean of Institutional Research.
 - ⁴ See the minutes of the [Board of Trustees meeting](#) (January 25, 2011) and the reorganization plan, "[The Shape of the Future](#)."
 - ⁵ See the minutes of the Riverside City College [Academic Senate, May 2, 2011](#), and the new organizational chart.
 - ⁶ Review the new [organizational charts](#) of the College and the District.
 - ⁷ See the revised [Function Map, spring 2013](#).
 - ⁸ See [Board Policy/AP 7121](#).
 - ⁹ See the minutes of the special Board of Trustees meetings of [May 17, 2010](#), and [June 8, 2011](#).
 - ¹⁰ See the minutes of the [October 4, 2011](#), Board of Trustees Committee meeting.
 - ¹¹ See the results evaluation of the [strategic planning](#) process and the college's Report Card on strategic initiatives.
 - ¹² Review the new strategic planning [data on the college's SharePoint site](#).
 - ¹³ See the Mission Statement Review Process and the minutes of [the Institutional Effectiveness Leadership Council](#).
 - ¹⁴ Review the Riverside City College [Institutional Assessment Plan](#).
 - ¹⁵ Review the [annual reports](#) to the Commission, particularly the [2013 Annual Report](#).
 - ¹⁶ Cite the work done by [Sharon Crasnow that aligned GE outcomes](#).
 - ¹⁷ See the Riverside City College [Institutional Assessment Plan](#).
 - ¹⁸ Review [TracDAT](#) assessment reports.
 - ¹⁹ Review the [SurveyMonkey list of assessment activities](#).
 - ²⁰ See the [agenda](#) for the CTE Program Assessment Workshop, February 25, 2011.
 - ²¹ Review [PowerPoint presentation](#) by Daniel Martinez, Associate Dean of Institutional Research, to SPEC on December 1, 2011.
 - ²² Review Riverside City College's [Annual Report of Assessment Activities 2010-11](#).
 - ²³ See the [March 2013 College Status Report to the Commission](#).
 - ²⁴ Review the [list of college committees](#) on the Academic Senate website.
 - ²⁵ See the minutes of the [Riverside City College Academic Senate](#) and the [District Academic Senate](#).

Standard I: Institutional Mission and Effectiveness

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



Standard I.A: Mission

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

Standard I.A.1

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

Standard I.A.2

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

Standard I.A.3

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

Standard I.A.4

The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The Riverside City College mission, revised during the 2011-12 academic year and approved on [June 19, 2012](#), by the Board of Trustees,¹ defines the educational focus of the College. The mission identifies the purpose, the intended student population, and the broad commitment to student learning. The [mission statement](#) is as follows:

Riverside City College (RCC) provides a high-quality affordable education to a diverse community of learners by offering career-technical, transferable, and pre-college courses leading to certificates, associate degrees, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness. To help students achieve their goals, the College offers comprehensive learning and student support services, student activities, and community programs. RCC empowers and supports students as they work toward individual achievement, intellectual curiosity, and life-long learning.²

The College publishes the statement in the [College catalog](#),³ the [schedule of classes](#),⁴ and on the home page of the [RCC website](#).⁵ The mission is also communicated to several external agencies.

As the mission states, the College serves a “diverse community of learners,” which is reflected in the College’s demographic data. The ethnic breakdown of the College’s student population for 2012 was 51% Hispanic, 25% White, 9% African American, 8% Asian, and 7% Other. The gender breakdown for 2012 was 56% female and 44% male. For 2012, 29% of students were under 20 years of age; 42% were between 20 and 24 inclusive; 17% were between 25 and 34 inclusive; and 12% were 35 or more years of age.

The goals and preparation levels of RCC students are equally diverse. For 2012, 47% of students indicated a goal of obtaining a BA with an AA; 11% had a goal of obtaining a BA without an AA; 6% had a goal of obtaining an AA without transferring; and 3% had a goal of obtaining a two-year vocational degree or certificate without transferring. Nearly 14% of students had a goal that fell into the areas of acquiring/updating job skills, improving basic skills, maintaining certification, developing career interests, pursuing educational development, and completing high school diploma, while 16% of students were undecided in their goals.⁶

In support of these diverse goals and as defined by its mission, the College offers a wide variety of pre-college courses, transfer programs, career technical education programs leading to the Associate of Arts and/or Associate of Science degrees and a variety of certificates. During the 2013-14 academic year, the College is offering its students 63 associate degree programs, 39 state-approved certificate programs, 36 locally-approved certificate programs, and more than [700 courses](#).⁷ Courses and services are offered in both the traditional face-to-face format and in hybrid and online formats via the College’s Distance Education program.

Given its diverse student population, the College provides programs and services to support the various needs of learners. Many students come to the College under-prepared for college course work; some students are re-entering college; some students are first-generation or from an under-represented group. To assist students, the College provides academic support programs that are enumerated in the [schedule of classes](#)⁸ and described in the [College catalog](#)⁹ and on the [College web site](#).¹⁰

To assist students who are training to enter or re-enter the work force, the College offers programs, such as CalWORKs and Job Placement Services. The College has a Disabled Students Programs and Services program to assist students with a wide range of both physical and learning disabilities. The College has a program to assist veterans returning to education. The program includes an engagement center for veterans. For International Students, the College houses services in a Center for International Students. Many programs and services including Athletics, Student Government, Library/Learning Resource Center, Student Financial Services, and Student Health and Psychological Services are available to benefit the entire student population. In addition, the College provides Community Education classes to benefit students of various ages and interests in the community.

The College utilizes program review as a mechanism to ensure that its programs and services are aligned with its mission. During the program review process, each unit of the College reflects upon its unit-level mission statement and the way it aligns to the College’s mission

statement. Each unit develops strategies and activities in support of the College goals and mission.

An example of the College's commitment to student learning is evidenced by the close alignment of its mission statement with the [General Education Student Learning Outcomes](#) originally adopted by the Board of Trustees in December 2006¹¹ and [adopted with revisions](#) by the Board of Trustees in September 2012.¹² The General Education Workgroup reduced the General Education SLOs from six categories of outcomes with twenty-five elements to the four outcomes: Critical Thinking, Information Competency and Technology Literacy, Communication, and Self Development and Global Awareness.

Another example of the College's commitment to student learning and achievement is its use of concrete evidence to establish programs and services aligned with the needs of its students. In [June 2012](#), the Strategic Planning Council assessed the College's Key Performance Indicators and established completion as an institutional goal upon which to focus.¹³ Student success, retention, completion, and progression from basic skills to college-level courses are also being evaluated to determine progress. Each discipline is developing strategies and activities to improve and/or maintain the levels of student achievement.

The College has a process for the annual review of its mission statement, vision, and values. The process outlines the timeline and constituencies for the review. Although a number of College constituencies receive the mission statement each year for review, only the Riverside Academic Senate, the Riverside Student Senate, the Riverside Strategic Planning Council, and the District Strategic Planning Committee approve the mission statement before it is sent to the Board of Trustees for final approval. This [review](#) begins in October of each new academic year and concludes in March of each year.¹⁴ In the 2011-12 academic year, the College used the process to both review and revise its mission, vision, and values.

The mission statement serves as a basis for the [strategic planning process](#)¹⁵ and educational planning process. The strategic planning process begins with the review and update of the mission statement, which, in turn, informs the College's vision and values and drives the development of College goals. The five goals surrounding and supporting student success include student access and support, responsiveness to the community, culture of innovation, resource development, and organizational effectiveness. The goals inform and direct the strategies and activities of all College councils and committees, which participate in an ongoing discussion to reaffirm that the goals align with the College's mission, vision, and values. Strategic Planning Leadership Councils develop strategies, action plans, and timelines to advance these goals. In addition, all College units, as part of the program review process, develop strategies and activities that align with the College goals, and hence, the mission. Each unit provides a summary of and a rationale for support needed to attain its goals in the [annual unit plan documents](#).¹⁶ Unit plans are reviewed by the Unit Plan Review Committees that prioritize requests. The priorities are then forwarded to the Budget Prioritization Committee for review. The Budget Prioritization Committee forwards its recommendation of budget allocations to the Vice Presidents of Academic Affairs, Student Services, Workforce and Resource Development, and Administrative Services. Once the

Vice Presidents have completed their review, their recommendations are forwarded to the President for final approval.¹⁷

Each instructional discipline also completes a four-year plan, the [Comprehensive Instructional Program Review](#) (CIPR).¹⁸ In this longer-range plan, each discipline states its mission and how its mission aligns with that of the College. Each discipline addresses College goals and establishes strategies and activities to support the goals. Any long-range requests must align with the College's mission, vision, values, and goals. The information from the comprehensive reviews provides critical input to the update of the Educational Master Plan. In annual unit plans, units report on and update strategies and activities that were established in the CIPR.

Self Evaluation

Prompted by the recommendations of the Accreditation Commission from the 2007 Self Study, the College reframed its mission statement to be more focused. Since the initial revision, the College [reviews the mission statement](#) each year using the process adopted by the institution.¹⁹ The comprehensive statement includes the educational goals that may be completed at the College and also describes the primary student population the College serves. The mission statement asserts the College's autonomy yet complements the mission statement of the District, which provides the broad educational purposes of the institution. The mission statement more clearly defines the purpose of the College and provides the scaffolding necessary to guide both program review and the strategic planning processes. In fact, the 2009 visiting evaluation team found that the revised mission statement clearly delineates the student population for which the College is designing its programs and services. As required in Eligibility Requirement 2, the mission statement defines the institutional commitment to achieving student learning and is widely available in both print media and online.

Riverside City College establishes student learning programs and services aligned with its purposes, character, and student population. In a locally developed [Student Satisfaction Survey administered in 2010](#), students were generally satisfied with services at RCC. On a scale of 1 (very dissatisfied) to 4 (very satisfied), the mean rating for all services surveyed was 2.98 or higher.²⁰

As stated in its mission, RCC offers career-technical, transferable, and pre-college courses leading to certificates, associate degrees, and transfer. During the 2011-12 academic year, as reported in the [2013 ACCJC Annual Report](#), the College granted 1,680 degrees and 1,213 certificates.²¹ In 2011-12, 2,068 students transferred to a four-year college or university. Moreover, in 2011-12 the College offered numerous sections of pre-college classes in reading, math, ESL, and English. These results verify the College's commitment to achieving student learning.

As the College began revising its Educational Master Plan, constituents engaged in in-depth discussion about RCC's service area and student population.²² The College carefully considered its mission and focus in light of the increased demand for courses and decreasing budgets along with additional state and federal accountability requirements. As the College

delved into a deeper analysis of institutional data on placement, enrollment, transfer, degrees, and certificates, the data suggested that few newly enrolled students, regardless of level of preparation for college work, complete a degree or certificate. The transfer rate correlates with students' degree of preparation. The College has also had a static persistence rate over the last five years, which averages 58.82% from fall 2007 to fall 2011.²³ As a result of analysis and dialogue on these data, the College has begun to develop a Pathways Initiative to help students navigate the institution by using the Associate Degrees for Transfer (AA-T and AS-T) curriculum as the primary pathway, by ensuring that the CTE certificate pathways are available, and by having students at the pre-collegiate level complete a defined pathway to reach college readiness. (A more complete discussion occurs in Standard II.A.1 and II.A.2.)

Through program review, the College examines its programs and services on a regular basis to determine how well they are meeting student, community, and employer needs. Based on assessments, the College revises the program review process and improves the data provided to disciplines and to student services and administrative units so that they can develop measurable goals that are in line with the institutional goals and the mission statement. The College has shown a great commitment to ensuring academic disciplines have available data on student success and retention so that they can improve their programs based on these data. In 2012, the College developed a web data tool²⁴ based, in part, on the data reporting template provided by ACCJC. The data are disaggregated by gender, ethnicity, age, socioeconomic status, and delivery method (hybrid, online, face-to-face). Within these categories, course data are further disaggregated by transfer, CTE, and developmental categories. In spring 2013, in the Comprehensive Instructional Program Review (CIPR) Targets Addendum, disciplines utilized these data to establish measurable goals for improving programs for students. The measurable goals developed by the disciplines will form the basis for the Comprehensive Program Reviews initiatives and serve as a rationale for resource requests. Modified in spring 2013, the annual Unit Plan served to elaborate on the first-year plans for initiatives identified by the disciplines. The annual Unit Plan will be further modified during the 2013-14 academic year to serve as a progress report for the goals identified in the Comprehensive Program Reviews. This improved process strengthens the link between the allocation of resources and the planning process, which uses the institutional mission as the starting point. For example, in its CIPR Targets Addendum, the English discipline identified as a strategy "acceleration through developmental education courses." Specifically, this strategy involves targeting students who test into English 60A and Reading 81 for a three-week intensive "Jump Start" program, with the intent that students then re-test with the possibility of moving to a higher level English and/or reading class. Resource requests for faculty time, supplemental instruction, and funding for students' re-taking the Accuplacer exam are tied to this request.

The College emphasizes a commitment to student achievement of the General Education Student Learning Outcomes (SLOs). In a survey of 388 graduating students in 2009, students indicated moderate to significant gains in all of the six general education SLO areas. Students rated each area using a 0 to 3 scale: 0 for "No Gains," 1 for "Slight Gains," 2 for "Moderate Gains," and 3 for "Significant Gains." The six general areas and the corresponding averages, in decreasing order, were the following: Application of Knowledge

2.49, Communication Skills 2.47, Critical Thinking 2.41, Global Awareness 2.40, Information Skills 2.37, and Breadth of Knowledge 2.29.²⁵ In a survey of 406 graduating students in 2012, for each of the 25 individual general education SLOs, at least 80% of responding students indicated moderate to significant gains in all SLOs except “responding to and evaluating artistic expression,” which rated 78%.

The College demonstrates a commitment to student achievement of the Area of Emphasis (AOE) program-level outcomes. In spring 2013, the College undertook a project to assess the outcomes of its eight AOE. Faculty directly assessed students’ attainment of the program-level outcome(s) based on end-of-term projects, exams, papers, etc. As of fall 2013, the results of the assessment are being assembled by the Office of Institutional Research. The number of units taken towards the completion of the AOE will be used to provide a context for the results of the assessment. Results of the assessment will be shared with the workgroup faculty and disciplines to inform the discussion about possible improvement of the AOE programs.

Riverside City College has established an ongoing process to evaluate the College’s mission statement and its alignment with the current goals and direction of the College. The Strategic Planning Councils and stakeholders work collaboratively to take an in-depth look at student learning, student achievement, changes in demography, changes in emerging labor markets, and community/global awareness in order to assess the currency of the mission statement and the effectiveness of the institution. The College continues to work on more effective ways of reviewing the statement, including constructing clearer timelines and avenues for input, and of using data from internal and external sources to assess the mission.

The mission statement provides focus for developing and restructuring programs and curriculum planning. The strategic planning flowchart makes the mission statement central to the College’s strategic and operational planning process. This step aligns the College’s decision-making processes with that of its mission, vision, and goals and ultimately ensures continuous quality improvement with emphases on student success and institutional effectiveness. Annual unit plan reviews and the Comprehensive Program Reviews show the ways in which units align with the mission statement.

In the 2010, 2011, and 2012 [strategic planning surveys](#), College constituents clearly indicated that they view the mission statement as the foundation for strategic planning.²⁶ One of the survey items addressed directly the link between mission and planning: “The mission statement is the foundation for strategic planning.” Respondents gave this item a mean rating of over 4 (on a scale of 0 to 5) in 2010; the mean rating for 2011 was 3.8; and the mean rating for 2012 was 3.9.

Actionable Improvement Plan

Implement the revised Annual Unit Plan templates and the revised Comprehensive Program Review addendum, which establishes measurable goals using the ACCJC-recommended data structure, to refresh the College’s strategic plan in 2014-2019.

Standard I.B: Improving Institutional Effectiveness

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

Standard I.B.1

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

Descriptive Summary

The College demonstrates a conscious effort to produce and support student learning. The RCC [Institutional Assessment Plan](#) formalizes the College's assessment efforts and describes the levels and measurements of student learning at each level.²⁷

Within disciplines, faculty members discuss the results of assessment of course student learning outcomes (SLOs) and program learning outcomes (PLOs).²⁸ When appropriate, disciplines align course SLOs to the [General Education SLOs](#).²⁹ Based on this dialogue, disciplines devise strategies and activities to address outcomes requiring improvement.³⁰ The [Riverside Assessment Committee](#), a standing committee of the Academic Senate with representatives from each academic department, meets monthly and explores a variety of assessment topics and ways in which to utilize results for improvement of student learning.³¹ Likewise, student services and administrative units assess service area outcomes (SAOs), discuss results, and refine programs, services, and processes based on these results.³²

The program review process incorporates further dialogue and decision-making based on the results of assessment. In the [comprehensive instructional program review](#) process (CIPR), conducted by each discipline every four years, the College asks disciplines to reflect on the ways in which assessment results are being used to improve teaching and learning in their courses and/or programs.³³ As part of the [annual unit planning process](#), instructional units report their assessment activities and the ways in which the results direct improvement.³⁴ Similarly, student services and [administrative units](#) discuss SAO assessment results in their unit plans.³⁵

During their annual [retreat](#) held on June 1, 2012, Strategic Planning Council members reviewed outcomes data and on key performance indicators and discussed the results of the [Community College Survey of Student Engagement](#).³⁶ Members agreed that the College's emphases for the 2012-13 year were to improve student completion and to increase faculty-student interaction.³⁷ To address the two areas, strategic planning leadership councils incorporated strategies into action plans, and various units incorporated strategies into unit

plans. In addition, during the fall 2012 semester, the Strategic Planning Executive Council held discussions about setting [institutional targets](#) for key performance indicators and finalized them in spring 2013.³⁸

In 2009, in response to a recommendation from the Commission, the College revised its strategic planning process. The revision required broad dialogue among the College community members. The College has completed three full cycles ([2010-11, 2011-12, and 2012-13](#))³⁹ using the revised strategic planning process. The dialogue about improving the strategic planning process is ongoing in the Strategic Planning Executive Council, the Leadership Councils, the Unit Plan Review Committees, and the Academic Senate.

Self Evaluation

Faculty members actively engage in dialogue about student learning. Some disciplines include assessment of student learning as a standing agenda item for meetings.⁴⁰ In its monthly meetings, the Riverside Assessment Committee has a lively dialogue about the improvement of student learning and institutional processes. This information is communicated regularly to the [Academic Senate](#)⁴¹ and to the [Academic Planning Council](#),⁴² consisting of the department chairs. The College's [Assessment Report](#) summarizes yearly activities that support continuous improvement of student learning outcomes and institutional processes.⁴³

Over the past several years, the College has engaged in significant dialogue as it revised its mission, goals, and strategic planning process. The discussion of the College goals and the analysis of data to set benchmarks and to measure the extent to which the College has improved on these goals has helped the College focus both its discussions and its action plans. The College has now set specific and achievable targets for 2013-2014 and has communicated those targets college wide. As the College engages in the dialogue, constituent groups have become more aware of data and of the need to understand the development, collection, and reporting of data. The College has also developed tools to make data more readily and easily available to all constituents.

The Strategic Planning Councils engage in active and ongoing dialogue regarding improvement of strategic planning. Templates, rubrics, and timelines used for annual unit plans and for Comprehensive Instructional Program Review are [discussed](#) each year and revised as needed.⁴⁴ For example, an area identified for improvement was to make the Comprehensive Instructional Program Review (CIPR) into a four-year strategic plan for each discipline so that the CIPR is a more [useful strategic input](#).⁴⁵ Hence, the Institutional Effectiveness Leadership Council developed a CIPR Targets Addendum, which disciplines completed in spring 2013, to set specific numerical targets for student achievement data, such as course retention, course success, persistence, and program completion (completion of degrees and certificates) and to create a four-year plan relative to the areas of student achievement. The Academic and Career/Technical Programs and Instructional Support Leadership Council and the Institutional Effectiveness Leadership Council, in concert with the Program Review Committee, are revising the CIPR template in 2013-14 to include the

changes. Likewise, the unit plan template is being modified to better reference the CIPR and to solidify the planning aspects of the unit plan.

Actionable Improvement Plan

None needed.

Standard I.B.2

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

Standard I.B.3

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

Standard I.B.4

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

Descriptive Summary

Based on the specific recommendations from the October 2009 ACCJC visit and an assessment of its planning processes, Riverside City College restructured its strategic planning processes not only to address the concerns identified by the visiting team in its report to the Commission, but also to make the process more effective. As a result, the College has evaluated, restructured, and refined its strategic planning process for greater effectiveness and has tied “all the pieces together” into a cohesive strategic plan that provides, as the visiting team recommended, “overarching institutional strategic directions.” As part of the restructuring, the College set goals to improve its effectiveness that are consistent with its mission. The College goals as stated in the [Riverside City College Strategic Plan 2009-2014](#) include Student Access and Support, Responsiveness to the Community, Culture of Innovation, Resource Development, and Organizational Effectiveness with Student Success as the overarching goal at the center of the other five.⁴⁶ These College goals are aligned with the goals delineated in the District Strategic Plan. The Strategic Planning Leadership Councils, composed of members from all constituency groups, developed strategies aligned to the five goals along with measurable performance indicators for each strategy.⁴⁷ The Resource Development and Administrative Services Leadership Council created three advisory groups—one for human resources, one for

physical resources, and one for technology resources—to develop and to implement specific College plans. These strategies are further developed in the strategic planning leadership councils’ integrated action plans that include mapping to accreditation standards, planned activities, strategic leads, responsible leads, timeline, benchmarks, needed resources, status, and results/evidence. The College has made efforts to ensure institutional members understand these goals and work towards their achievement. The College held approximately ten workshops to discuss the goals and revised strategic planning process. The College developed a [video](#) based on these workshops to explain the strategic planning process.⁴⁸

The College’s [strategic planning process](#) and unit planning include an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.⁴⁹ The cornerstone of the strategic planning process is the Comprehensive Instructional Program Review (CIPR). During the CIPR process, disciplines review quantitative student achievement data—such as enrollment, retention, and successful completion data—provided by the Office of Institutional Research. In addition, disciplines consider assessment results, which may consist of both qualitative and quantitative data. Disciplines utilize these data to develop strategies and activities that align with the College goals to improve student achievement and learning. Likewise, services units complete a program review every two years in which data are reviewed to assess progress on goals and service area outcomes in order to refine and/or develop strategies to further College goals. Furthermore, the program review goals and plans are important elements in the Educational Master Plan and are inputs to the strategic planning councils’ integrated action plans.

On an annual basis, each discipline develops a unit plan that provides a status on the current year’s achievements relative to the plans outlined in the CIPR and makes requests for human, technological, physical, and financial resources. Unit plans are a driving force for annual resource allocation and budgetary decision-making. Three Unit Plan Review Committees (UPRCs) were formalized in 2010, one for each of the following areas: Student Services, Administrative Support, and Academic and Career/Technical Programs and Instructional Support. For each area, these primarily operational committees review all unit plans in their respective areas and prioritize funding requests in preparation for movement to the Budget Prioritization Committee (BPC). Upon receipt, the BPC reviews the prioritization and funds available to meet as many needs as possible. The recommended distribution of funds is then forwarded to the College president where the official allocation is determined. [Award letters](#) and allocation of funds complete the resource allocation cycle.⁵⁰ Units then implement plans and re-assess progress in the next year’s unit plan. The UPRCs and BPC allow students, staff, managers, and faculty to participate in a decision-making process based on common values, trust, and open dialogue.

When strategic planning items impact one of the other colleges in the District, the College president recommends to the District Strategic Planning Committee approval of the items. The District Strategic Planning Committee considers the items in light of District themes and strategies and recommends a decision to the District chancellor, and subsequently, to the Board of Trustees. The College utilizes its [planning calendar](#) to implement the planning process.⁵¹ The District refreshed its [strategic plan](#) during the 2012-13 academic year. The

revision included a review of the College's goals and strategies in relation to the District themes.⁵²

The College links the strategic planning process with resource allocation. The prioritization of faculty positions by the Faculty Prioritization Committee, a standing committee of the Academic Planning Council, and the prioritization of the non-teaching positions and all other resource requests by the Unit Plan Review Committees and Budget Prioritization Committee, provide input into the Midrange Financial Plan, which tracks requests from the program review documents and identifies both which requests were funded and the source of the funding. Moreover, when the planning processes impact District resources or require funding from District resources, the College's strategic planning process for these projects are approved by the District's Strategic Planning Committee.

The College assesses progress toward achieving its stated goals through an annual [strategic planning report card](#).⁵³ The report card provides data on the College's key performance indicators. The results of the report card are presented at the annual Strategic Planning Council (SPC) retreat. In its [June 2012 retreat](#), the Strategic Planning Council met to discuss data on institutional goals and to determine areas on which the College would focus. To improve student success, the Strategic Planning Council chose to focus on completion.⁵⁴ Furthermore, during the fall semester of 2012, the [Strategic Planning Executive Council](#) began to set targets for goal attainment. These targets, developed to complete the last year of the College's strategic plan, along with the specific measurable goals identified in the comprehensive program review addendum, will inform the refreshed strategic plan for 2014-2019.⁵⁵ Specifically, for 2-13-2014, the College set targets for student achievement, such as course retention, course success, persistence, and program completion (completion of degrees and certificates).

In spring 2013, the College then asked all disciplines to review and discuss discipline-specific data in relation to the institutional targets. After this review, disciplines set discipline-specific numerical targets to improve or to maintain the levels of achievement. Using a Comprehensive Instructional Program Review [Addendum](#) for setting targets, the disciplines developed strategies and resources needed to achieve their numerical goals.⁵⁶ The College monitors these targets as it works to achieve its goals.

The planning process leads to improvement of institutional effectiveness. At the unit level, units discuss outcomes assessment results and implement plans for improvement. These changes are then reassessed to determine their impact and whether they led to improved student learning. In program reviews, units also develop strategies and action plans for improving student outcomes.

The strategic planning leadership councils have developed action plans to achieve College goals. These [action plans](#) are assessed and updated each year. Implementation of plans contributes to improved institutional effectiveness. For example, based on assessment results showing students who participated in Supplemental Instruction were more successful than those who did not⁵⁷, the College has expanded the Supplemental Instruction program and

allocated additional space in the Martin Luther King Teaching/Learning Center to the program needs.

Self Evaluation

The College has set goals consistent with its stated purposes. To improve measurements relative to the goals, during the 2012-13 academic year, the College set measurable institutional targets for its key performance indicators and continues to monitor these targets to quantify progress towards its goals. The College also began to establish specific targets for student achievement data at the discipline level. The College developed a Comprehensive Instructional Program Review Addendum as a mechanism to begin this process. During the 2013-14 academic year, the College is revising the Comprehensive Instructional Program Review template so that the targets, strategies, and resources enumerated in the Addendum will be part of the discipline's four-year plan. In addition, the College is revising the unit plan template so that disciplines can report annually on their progress toward achieving those targets. Disciplines will examine and assess the effects activities had on targets for student retention and success. As a result of these assessments, activities and/or targets may be modified. The College will assess its initial targets and revise its goals and strategies as it develops the RCC Strategic Plan 2014-2019. Revised targets will be fully implemented in this plan. These changes represent important strides forward in the planning process and in the College's abilities to measure the degree to which it has achieved its goals.

To make data more easily accessible, an improvement identified through assessment, the College has created a [SharePoint site](#) that includes College wide and discipline-specific data for course retention and course success disaggregated by gender, ethnicity, age, socioeconomic status, and delivery method (hybrid, online, face-to-face).⁵⁸ Initial feedback from the College community regarding this new data site has been very positive. During the 2013-14 academic year, the College will implement TracDAT to integrate assessment, program review, and planning.

The Strategic Planning Council (SPC) [surveyed](#) members of leadership councils in 2010, 2011, and 2012⁵⁹ to evaluate the planning process, including broad based participation, the role of the councils, the use of data in decision making, and the link between planning and budget allocation. Members of the SPC agreed that a shared understanding of goals and strategies and broad participation exists, but the members were neutral in 2011 on whether strategic planning is data-driven and were neutral in 2011 and 2012 on whether resource allocation aligns with strategic priorities.

In addition, the survey revealed a significant drop between 2010 and 2011 in terms of the role of the councils in decision-making. As stated above, the College has already begun addressing the use of data in planning with the development of the SharePoint site. The dip in confidence that resource allocation aligns with strategic priorities and that councils have a role in decision-making came at a time when the College was implementing drastic course cuts and was facing additional significant cuts if Proposition 30 did not pass. Through the

CIPR Addendum, the College is working to allocate the scarce resources available to discipline initiatives that hold promise in moving the institutional goals forward.

The College began refreshing its Educational Master Plan in 2012-13 at the same time it engaged in the accreditation self evaluation. During the self-evaluation process, the College engaged in a detailed analysis of data. As a result, the College is developing its Pathways Initiative. The initiative will become a guiding force in the revision of the College's Educational Master Plan. Also, as the Pathways Initiative develops, the College will work to align more effectively the evolving strategies of the individual disciplines and units with the integrated action plans of the Strategic Planning Leadership Councils.

The College has developed a clear framework for resource allocation that is open and transparent, and it continues to assess and revise that framework based on input from the entire College community. Despite dwindling resources due to state budget cuts, the College has continued to engage its entire community in planning and resource allocation. While some cuts have been contentious, ultimately all constituents have been able to provide input on the allocation of resources. For example, the planning for the construction of the new Nursing Science Building, for the new Aquatics Center, and for the Wheelock Gym remodel has all gone through the strategic planning process and demonstrates the implementation of the [Facilities Master Plan](#).⁶⁰ Another clear example of the College's integrated planning process involves the Student Success Committee, a group from the Student Access and Support Leadership Council. Working with student equity and basic skills, this group has developed [action plans](#) that integrate the College's mission and goals with specific instructional and support activities.⁶¹ These action plans also align with the State Chancellor's Basic Skills Initiative and best practices. In addition, the plans show the funding mechanisms (basic skills, grants, general funds, etc.) for each activity. Equally important, this group has developed a [Student Success Committee Report Card](#)⁶² with core indicators that assess the success of the various activities and that are aligned with the College's key performance indicators. Due to the lack of funding for new positions, the Human Resources Advisory Group did not participate in human resource planning for two cycles; however, the Unit Plan Review Committees and Budget Prioritization Committee did rank and prioritize human resource requests that were listed in the Midrange Financial Plan. In addition, the Budget Allocation Model was assessed and revised based on input from the College community.

The College can cite many examples in which its planning process has led to improvements in institutional effectiveness. For example, in response to pipeline data showing a small percentage of students advance from developmental mathematics to college-level classes, the mathematics discipline developed an accelerated pre-statistics course. After two cohorts completed the course, data were analyzed to determine effectiveness of the course.⁶³ The College is exploring additional accelerated courses that may lead to improved student completion.⁶⁴ Also, during spring 2012, the Institutional Effectiveness Leadership Council (IELC) reviewed and examined data gathered by the Office of Institutional Research regarding student demographics and student survey results. One conclusion reached by the [IELC](#) and referred to the other councils was the survey finding that students desired more meaningful student/faculty interaction.⁶⁵ The 2013 Community College Survey of Student

Engagement results confirmed student/faculty interaction as an area that College should further investigate. The College plans to further “unpack” the results through focus groups with students to ascertain what they view and desire as meaningful student/faculty interaction.

The College’s efforts to make data more available for planning and decision-making are highly noteworthy and now inform the planning processes more directly, particularly in the assessment of the institution’s progress in meeting its planning goals.

Actionable Improvement Plan

Review achievement of initial targets and revise targets, along with goals and strategies, for the RCC Strategic Plan 2014-2019.

Standard I.B.5

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

Descriptive Summary

Riverside City College utilizes data and results as the basis for reports to state (California Community College Chancellor’s Office) and federal agencies. The College created the RCC Office of Institutional Effectiveness (OIE) in 2011 to develop a data repository, to create institutional reporting and program review websites, to facilitate enrollment management, planning and decision-making, and to provide other key performance indicators of institutional effectiveness. RCC’s OIE consists of one full-time researcher and faculty coordinators with reassigned time for assessment and accreditation. The OIE collects data and documents assessment results, which are distributed to disciplines and departments as needed and during the program review process. Student data include retention, persistence, and successful course completion statistics. Additionally, data are kept on enrollment, number of degrees and certificates awarded, and transfer rates. The data are often disaggregated by course, gender, ethnicity, and enrollment status. During program review, disciplines and departments analyze and use these data to evaluate the effectiveness of programs and certificates, to develop plans, to identify needed resources, and to support student learning outcomes assessment.

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

The RCCD Office of Institutional Reporting publishes a Fact Book. The Fact Book in its current version, first published in 2006 and updated in 2012, provides detailed demographic and economic information about the community and students as well as information on course completion, success measures, and other quantitative information.

The College implemented the use of the Community College Survey of Student Engagement (CCSSE) in 2010 and repeated the survey in 2011 and 2013. In addition, the College conducted a student satisfaction survey along with the [CCSSE. Results](#) from both surveys were widely disseminated to various groups. The CCSSE data has provided RCC with one of its strategic areas of focus.⁶⁶

The RCCD Office of Strategic Communications and Relations provides communication to students, employees, and the community. The College president communicates via e-mail on issues relevant to the entire college community.

In an effort to ensure all constituencies receive reliable and valid data, the College assures data integrity. The RCC OIE utilizes data available from the CCCCCO Data Mart to ensure consistency in reporting between the state and the college. Regular reports are generated from the production database as necessary.

Self Evaluation

The College provides accurate and timely reports to communicate matters of quality assurance to various constituents. The College has demonstrated its commitment to research and assessment with its support of an Institutional Researcher, an Assessment Coordinator, and an Institutional Effectiveness Coordinator. The College researcher presents data and assessment results to various bodies, such as the Strategic Planning Council, the Leadership Councils, the Enrollment Management Task Force, and the Academic Planning Council (department chairs), on a regular basis. The College has rich data sets available, including results from three administrations of the CCSSE, two administrations of a locally-developed student satisfaction survey, and many other more targeted surveys. The College community has access to wealth of data in the Fact Book. Moreover, the College has developed a new [data set](#) that covers a five-year period and conforms to the template developed by the ACCJC.⁶⁷

As disciplines and departments assess student-learning outcomes, documented results are made available to discipline and department members. The results lead to discipline and department based dialogue on student learning, possible modification of existing curriculum, development of new curriculum, elimination of curriculum, modification of pedagogy or the creation of innovative strategies. In spring 2013, the College made available to students survey data for attainment of program learning outcomes for degrees and certificates. These survey data are housed in the College's assessment website under "Student Information."

Actionable Improvement Plan

None.

Standard I.B.6

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

Descriptive Summary

To ensure the effectiveness of planning and resource allocation, the College assesses these processes each spring. During this assessment, the College utilizes a survey to evaluate its strategic planning process. In addition, each leadership council performs a self-assessment and reviews progress on its action plan. The councils use the assessment results to plan future activities. The Unit Plan Review Committees (UPRCs) and the Budget Prioritization Committee (BPC) are responsible for the review of unit plans, prioritization of resource allocation, and assessing/evaluating these cycles. Annual unit plan review allows the UPRCs to evaluate the review process and to make modifications to the process as needed. To make the rubrics more standardized across areas, a work group revised the rubrics in [2009](#)⁶⁸ and in [2011](#),⁶⁹ and the revised rubrics were incorporated into the unit plan templates. After careful assessment of the planning process, the Administrative Support Unit Plan Review Committee moved the due date of the administrative unit plan to June 30th from August 31st to provide time for compiling the data in preparation for the UPRC meetings.

The Institutional Effectiveness Leadership Council (IELC) recognized the need to integrate the College's accreditation planning agendas and action plans and to ensure consistency of plans across leadership councils. As a result, the IELC developed the Integrated Action Plan (IAP) template. The IAP template synchronizes strategic planning goals and strategies with accreditation standards, activities, performance indicators, resource allocation, and results/evidence, the responsible parties, and the status. On [September 29, 2011](#), the Strategic Planning Executive Council approved the use of the Integrated Action Plans.⁷⁰ Also in 2011, the IELC recognized the need for better communication to units when requests for resources are denied.

The College reviews and modifies its institutional research efforts. For example, when the College needed to develop a more research-based approach to enrollment management, the Office of Institutional Research developed an [enrollment management tool](#) that can assist department chairs in achieving a more balanced schedule.⁷¹

Self Evaluation

The College puts a great deal of effort into an annual review of its planning and resource allocation processes. The IELC has worked with the other councils to modify unit plan and CIPR templates, the unit plan rubrics, and the action planning template. The College provides information on [resource requests that are funded](#)⁷² and is working to provide better feedback to units whose requests were not funded. For example, the [Institutional Effectiveness Leadership Council](#) recognized the need to move forward with improvements to the Comprehensive Instructional Program Review ([CIPR](#)) process and began to implement these changes in the 2012-13 academic year with the development of the CIPR Targets

Addendum.^{73 74} In the addendum, units addressed institutional standards and targets for student retention and success. The College asked each discipline to develop strategies and actions to improve (or maintain) student retention and success and to set discipline-specific targets for these measures. To the degree possible, disciplines developed four-year plans for improvement. In the spring 2013 unit plan, disciplines developed a more detailed plan for year one of their four-year plan.

The UPRCs have recommended modifications to the strategic planning timeline when appropriate. The UPRCs also provide feedback to the IELC regarding their use of the rubrics. This feedback has resulted in standardization of the rubrics that are used in rating resource requests for physical, technological, human, and other financial resources.⁷⁵

The Office of Institutional Effectiveness is very responsive to the data needs of the College community. During 2012, it has provided useful tools, including an enrollment management tool for department chairs and a SharePoint data tool for use in institutional and unit planning. Data provided by the OIE guided the Enrollment Management Task Force as it developed principles and recommendations for FTES distribution.

Actionable Improvement Plan

None

Standard I.B.7

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

Descriptive Summary

The College created the Office of [Institutional Effectiveness](#) to coordinate and to ensure integration of its institutional evaluation mechanisms. These mechanisms include program review, student learning outcomes assessment, surveys, action plans, and report cards.⁷⁶ Program review—the principal evaluation mechanism that the College uses to assess the effectiveness of and to improve instructional programs, student services, and library and other learning support services—is assessed through a review of qualitative data compiled from the disciplines undergoing the process. These data have led to improvements in the process so that it is more effective in improving programs and services. For example, the comprehensive program review template is being revised, based in part, on the CIPR Targets Addendum so that each discipline develops a four-year plan aligned with College goals. The plan is similar to strategic planning action plans in that it includes responsible parties, timelines, benchmarks, status, and results. This format will assist disciplines in tracking and assessing how well their implemented strategies contributed to improving student achievement.

For over ten years, the [student learning outcomes assessment](#) process has undergone revisions and improvements to make it more useful in improving student learning in every aspect of the College. The current process addresses all levels of assessment and all units of the College.⁷⁷ In the revised comprehensive instructional program review and unit plan templates, units identify strategies and activities that are in direct response to assessment results.

The College administers surveys to evaluate the need for improvement. In 2010, 2011, and 2013, the College administered the Community College Survey of Student Engagement (CCSSE) and a local student satisfaction survey. Student services units in particular have made use of the results of the student satisfaction survey to improve aspects of their service. At its June 2012 retreat, the Strategic Planning Council reviewed results from the CCSSE and agreed the College should focus on student-faculty interaction. Units began to develop strategies to address this area in their 2013 unit plans. The College revised its technology survey in 2012 to reflect the accreditation standards and to capture information needed by the [Technology Advisory Group](#) to recommend improvements in institutional effectiveness.⁷⁸

In 2012, the College revised its report card to include measurable targets for student achievement of key performance indicators. These institutional targets will assist units as they develop improvement targets in unit plans.

At its spring 2013 Strategic Planning Council Retreat, the College undertook an in-depth assessment of its strategic planning process and structure. Results were discussed at the fall 2013 retreat.

Self Evaluation

In a joint meeting of the Institutional Effectiveness Leadership Council and the Academic and Career/Technical Programs and Instructional Support Leadership Council, members reviewed results from the assessment of the Comprehensive Instructional Program Review process. The councils identified the following common improvement themes:

- Offer FLEX days to participate (need participation from more faculty)
- Change to college-based only
- More advanced notice of when the program review is due
- Make data more readily available
- Use documents for planning
- Provide written response to [document](#)⁷⁹

The College promptly began addressing these weaknesses. For example, it began to revise the CIPR template so that each discipline develops a four-year plan that is more aligned with and useful for strategic planning. The College developed a SharePoint data tool so that relevant data are easily accessible at both the institutional and discipline levels. In addition, the College revised the program review flow so that disciplines receive more timely responses to their requests.

Each year, the Riverside Assessment Committee reviews the College's student learning outcomes assessment processes for their effectiveness in improving programs and services. During this review, the College develops an annual [assessment report](#) with assessment goals for the upcoming year.⁸⁰ The College has made great strides forward in student learning outcomes assessment, particularly in the area of program-level assessment. In 2009, all Career and Technical Education (CTE) programs developed program-level outcomes, and in 2011-12, CTE disciplines completed a mapping and aligning project. For the project, the Office of Institutional Effectiveness supplied each program with required and elective courses in the program to map and align with program learning outcomes (PLOs). The assignment was to note where a course Introduced (I), Developed (D), or Mastered (M) a PLO. The project showed gaps or areas where PLOs existed that did not align with course SLOs. CTE disciplines identified capstone-like courses when appropriate and discussed further assessments. The project proved effective in improving programs. For example, the [Applied Digital Media \(ADM\) program](#) identified several PLOs that could be combined and an additional PLO that needed to be added. ADM identified six PLOs that needed more emphasis in courses and one PLO that needed to be included more broadly throughout the program. During the 2011-12 academic year, ADM revised its PLOs and their coverage in courses and in the overall program.⁸¹

In spring 2013, the College undertook a direct assessment of its areas of emphasis (AOEs). This broad-based project involved faculty directly assessing students' attainment of the program-level outcome(s) based on end-of-term projects, exams, papers, etc. During the 2013-14 academic year, the methodology is being utilized for a direct assessment of program learning outcomes for CTE degrees and certificates.

The College reaffirmed its focus on student-faculty interaction at its June 2013 retreat. A joint workgroup of the Academic and Career/Technical Programs and Instructional Support Leadership Council and the Student Access and Support Leadership Council is developing action plans for this area. In particular, they will begin with "unpacking" this CCSSE aggregate measure by obtaining student input on what they view as "meaningful" student-faculty interaction. In addition, the introduction of faculty advisors for students who are pursuing Associate Degrees for Transfer will be studied for its impact on the faculty-student interaction measure.

Actionable Improvement Plan

None

Evidence

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- 1 [June 19, 2012 Minutes of the Board of Trustees.](#)
 - 2 [Riverside City College Mission Statement.](#)
 - 3 [2013-14 RCC Catalog.](#)
 - 4 [Fall 2013 Schedule of Classes.](#)
 - 5 [See RCC Homepage.](#)
 - 6 [RCC Fall 12 Demographics.](#)
 - 7 [2013-14 RCC Catalog.](#)
 - 8 [Fall 2013 Schedule of classes information page.](#)
 - 9 [2013-2014 RCC Catalog.](#)
 - 10 [RCC Website.](#)
 - 11 [General Education Student Learning Outcomes Proposal.](#)
 - 12 <http://www.rccdistrict.net/eb/Attachments/Gen%20Ed%20SLO%20Proposal1Backup.pdf> .
 - 13 Minutes of the [June 1, 2012 Strategic Planning Council Retreat.](#)
 - 14 2008 [Mission Statement review process.](#)
 - 15 Riverside City College [Strategic Plan 2009-2014.](#)
 - 16 [Instructional Unit Plan.](#)
 - 17 [Strategic Planning Process flow chart.](#)
 - 18 [Comprehensive Instructional Program Review.](#)
 - 19 See the 2008 [mission statement review process](#) cited above.
 - 20 [Student Satisfaction Survey Report.](#)
 - 21 [2013 ACCJC Annual Report](#) Final Submission.
 - 22 Educational Master Plan Minutes.
 - 23 See RCC [strategic planning data base](#) on the Accreditation website.
 - 24 Review the [data set created in 2012-13](#) and used for program review and for developing institutional targets on the SharePoint site.
 - 25 General Education Student Learning Outcomes Survey.
 - 26 [Strategic Planning Survey, 2010-11 to 2012-13.](#)
 - 27 RCC [Institutional Assessment Plan.](#)
 - 28 Discussion in [Unit Plans.](#)
 - 29 See [examples in CurricUNET.](#)
 - 30 Examples of discipline minutes discussing outcomes assessment.
 - 31 Riverside [Assessment Committee Agendas and Minutes.](#)
 - 32 Examples of student services [minutes discussing outcomes assessment.](#)
 - 33 Assessment Section of [Comprehensive Instructional Program Review.](#)
 - 34 [Assessment Section of Discipline Unit Plans.](#)
 - 35 Assessment Section of Student Services and [Administrative Unit Plans.](#)
 - 36 [Using CCSSE for Institutional Improvement.](#)
 - 37 [Minutes](#) of the June 1, 2012 Strategic Planning Council Retreat.
 - 38 Review the [measurable targets](#) for student success and achievement.
 - 39 [Strategic Planning Survey, 2010-11 to 2012-13.](#)
 - 40 Examples of discipline meeting agendas with assessment as agenda item.
 - 41 Examples of [Academic Senate agendas.](#)
 - 42 [Examples](#) of Academic Planning Council [agendas.](#)

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- 43 [RCC Assessment Report](#).
- 44 [Examples of minutes](#) from the Institutional Effectiveness Leadership Council.
- 45 Minutes of the Academic and Career/Technical Programs and Instructional Support and Institutional Effectiveness Leadership Councils Joint Meeting, [October 18, 2012](#).
- 46 Riverside City College [Strategic Plan 2009-2014](#).
- 47 Review the integrated [action plans for each council](#).
- 48 [Strategic Planning Video](#).
- 49 [Strategic Planning Process flow diagram](#).
- 50 Example of [Award Letter](#).
- 51 Riverside City College [Planning Calendar](#).
- 52 [RCCD Centennial Strategic Plan, 2013-2016](#).
- 53 [Strategic Planning Report Card](#).
- 54 June 2012 Strategic Planning Retreat meeting [minutes](#).
- 55 Review the [minutes of the Strategic Planning Executive Committee](#) for spring 2013 and fall 2013.
- 56 [CIPR Addendum for Targets](#).
- 57 [ACTEPLC action plan Goal I](#).
- 58 Review the [data set](#) created in 2012-13 and used for program review and for developing institutional targets on the SharePoint site.
- 59 [Strategic Planning Survey, 2010-11 to 2012-13](#).
- 60 [Facilities Master Plan](#).
- 61 [Student Success Committee action plans](#).
- 62 [Student Success Committee Report Card](#).
- 63 Math 37 data and analysis.
- 64 Basic Skills Plan.
- 65 IELC Minutes, [April 19, 2012](#).
- 66 [Results of CCSSE 2010, 2011, 2013](#).
- 67 Review the [data set](#) created in 2012-13 and used for program review and for developing institutional targets on the SharePoint site.
- 68 Institutional Mission and Effectiveness Subcommittee Meeting Minutes, [March 18, 2009](#).
- 69 SPEC minutes [April 7, 2011](#).
- 70 SPEC minutes [September 29, 2011](#).
- 71 [Enrollment Management tool](#).
- 72 [BPC memo 2012-2013](#).
- 73 IE Council Assessment [2011-12](#).
- 74 IELC Minutes, [November 15, 2012](#).
- 75 Review the rubrics.
- 76 [Office of Institutional Effectiveness charge](#).
- 77 Review [Learning Outcomes Assessment website](#).
- 78 [Technology Survey](#).
- 79 [Themes Identified](#) in Comprehensive Program Review Assessment.
- 80 [2011-12 RCC Assessment Report](#).
- 81 Applied Digital Media and Printing SLO to PLO [Mapping Summary](#).

Standard II: Student Learning Programs and Services

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



Standard II.A. Instructional Programs

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

- 1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.**
 - a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**
 - b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.**
 - c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.**

Descriptive Summary

As an open enrollment community college, Riverside City College (RCC) attracts students with diverse backgrounds. For example, in [fall 2012](#), 71% of the College's student population was 24 years old or younger, and 80% came to RCC with a high school diploma. The College student population was 51% Hispanic, 25% White, 9% African American, and 8% Asian. The College's students are 56% female and 44% male. The College also educates a small (typically around 300) number of International students who add diversity to the College's student population.¹ The [RCC Fact Book 2012](#) disaggregates data by age groups, educational goals, ethnicity, gender, and prior education. Published annually, it also provides statistics on course offerings, faculty, student success rates, and the demographics of the surrounding communities. In addition to the diverse ethnic and racial backgrounds, the College also enrolls students with various levels of academic preparation. For example, in fall 2011, only 20.6% of the students placed into English 1A, the graduation and transfer English course, and only 4.2% of the students tested into the college-level math courses needed for transfer. Only 46.2% of the incoming students read at a college level. These figures vary considerably by ethnic background and race.²

While a large majority of the College’s offerings take place on the Riverside campus, additional courses are offered at the RCC Culinary Academy, the Rubidoux Annex, and at a variety of clinical sites for nursing students. The Office of Community Education, a District administered program, uses the College facility to offer a significant community education program of not-for-credit classes. The non-credit courses in community education are part of the College’s instructional program.

RCC has used both the Fact Book and the environmental scan to develop programs consistent with the College’s institutional mission. Riverside offers 63 associate degree programs, 39 state-approved certificate programs, 36 locally-approved certificate programs, and more than 700 courses, as listed in the [2013-14 catalog](#).³ The College’s transfer and general education programs offer students the opportunity to take lower-division courses to meet the requirements of an AA/AS degree and/or prepare for transfer to a CSU, UC, or private four-year college. A summary of the certificates and degrees available appears in the list below:

Current RCC Academic Programs:	
Associate Degree, AA-T, CSU GE	5
Associate Degree, AA-T, IGETC	5
Associate Degree, AS-T, CSU GE	2
Associate Degree, AS-T, IGETC	2
Associate Degree, Area of Emphasis	8
Associate Degree (not counted above, primarily CTE)	41
State approved Certificate	39
Non-State Approved Certificates	36
Total RCC Programs 2013-14:	138

To meet the needs of its diverse student population, RCC has created and continually assesses a wide range of specialized programs to help students matriculate more effectively: the Community for Academic Progress (CAP), Completion Counts, Honors Program, Pathways to Excellence, Puente, Supplemental Instruction Program, Ujima, and Workforce Preparation. The College also helps to support a Study Abroad program and Gateway to College. (II.A.1.a)

Responsiveness to student needs is also evident in the variety of modes of instruction and delivery available to students. The College offers a full range of courses over two 16-week semesters (fall and spring) and two 6-week intersessions (winter and summer). Courses are delivered in a variety of formats, including lecture (with and without lab), web-enhanced,

hybrid, online, and instructor-directed self-paced learning. Within most formats, instructors use technology to enhance student access and engagement. This use includes classroom-based utilization of Internet resources, such as audio and video clips; live information feeds, and/or video conferencing and student driven utilization of supplemental resources made available by the College on Blackboard; publishers' websites and social-networking websites; subscription databases; and/or licensed software housed in resource centers, such as the World Languages Lab. During the fall and spring semesters, some courses are compressed into eight week offerings and begin or end by midterm. Time slots for courses range from early morning to late evening Monday through Thursday with additional Friday morning and weekend instruction, and frequency of course meetings ranges from once a week to five days a week. Additionally, the College offers some courses in an open-entry, open exit format, such as the English 60A1234 series offered through Workforce Preparation, English 85/885 and Reading87/887, and the ILA 800 courses offered through the Writing and Reading Center. Some courses are offered in pairs or groups, such as those in the CAP learning communities and in the Puente Program. Other courses are offered in accelerated formats, such as those offered in the Jump Start program (an accelerated basic skills program serving students the summer prior to their initial matriculation at RCC).

To keep pace with the current and future needs of students, the academic departments recommend to the administration the types, delivery times, and formats of classes and regularly assess and adjust offerings based on student enrollment patterns and transfer requirements. For example, a department might offer fewer basic skills classes if more incoming students are assessed as college ready, or a department might offer more specific transfer-level classes in response to articulation agreements with universities, such as the new associate degrees for transfer (ADTs) associated with the California State University system.

In fall 2012, the College welcomed its first cohort of "Completion Counts" students, a cohort of approximately 350 students who receive a variety of special services in return for their commitment to enroll as full-time students and to pursue a closely supervised schedule intended to prepare them for transfer at the end of two years at the College. Completion Counts, a program partially funded initially by a grant from the Bill and Melinda Gates foundation, targets students prepared or underprepared (one level below) for college-level work and supports their efforts to complete the required courses for transfer. (II.A.1.b) In fall 2013, the College fully funded a second cohort of 343 students.

The College requires systematic and on-going assessment of all courses, programs, degrees, and general education requirements. According to the College's [Institutional Assessment Plan](#),⁴ the purpose of such assessment "is to improve student success and learning" at the course, program, general education, and degree levels, as well as to assess student satisfaction and engagement as an additional strategy to promote student success.

In 2010, as a more effective way to direct the assessments efforts of the College, the former District Assessment Committee (DAC) dissolved and changed to a campus-based standing committee of the RCC Academic Senate. In 2011-2012, after assessing the assessment needs of the College, the Riverside Assessment Committee (RAC) structure was revised to include membership from each department. Previously, the committee included five faculty members elected at large and department/discipline participation was voluntary. This structural change

in the committee membership reflects the importance the College places on SLO assessment and its commitment to ongoing and meaningful assessment. The RAC meets monthly to discuss progress, difficulties, and strategies for attaining more complete [SLO assessment](#) at RCC. All courses offered at RCC have identified Student Learning Outcomes (SLOs), and 89% (621 of 700) of courses offered in 2012 reported ongoing SLO Assessment.⁵ Each discipline determines if changes are necessary in a course for students to meet the SLOs and if the SLOs are appropriate.

In addition to course assessment, the Assessment Committee has focused on program assessment. Throughout the 2011-2012 year, the Assessment Committee leadership worked closely with CTE programs to implement program-level assessment. This involved SLO mapping and numerous workshops for full-time and associate faculty. In the [CTE area](#), 100% of all programs have identified Program Learning Outcomes (PLOs), which are reported in the College Catalog, and 34 of 40 programs reported ongoing PLO Assessment in 2012. The remaining 6 programs did not report ongoing assessment because they are currently inactive. (See II.A.6.b) All student services and administrative units have developed SLOs and report their assessment results. All state approved certificate programs offered at RCC have identified PLOs and are engaged in ongoing PLO assessment.⁶

In 2011-12, as an outgrowth of the assessment process, the College recognized that the College's previous General Education SLOs were ambiguous. After a year of work, the GE Workgroup submitted proposed GE SLO changes to the College Assessment Committees and Academic Senates at all three district colleges for approval. Assessment of the previous GE SLOs was ongoing while the change was pursued and implemented. (A more detailed discussion occurs in Standard II.A.3.)

Assessment results have also been incorporated into the Strategic Planning Process. The Unit Plan Review Committees evaluate resource requests in the annual Unit Plans completed by each discipline in part by utilizing assessment results. The rubric designed by the Institutional Effectiveness Leadership Council, with broad input from the Strategic Planning Executive Council, includes scores for various kinds of evidence, including improving instruction as a result of SLO assessment. This emphasis on providing evidence that additional resources are needed by incorporating evidence from SLO assessment has provided an incentive to disciplines to participate actively. While not all resource requests will have an accompanying assessment result, tying funding (even if only partially) to assessment encourages participation. (II.A.1.c)

Self Evaluation

Nothing is more important to Riverside City College than the creation, assessment, and improvement of academic offerings, at the course, program, and institutional level. The October 2007 ACCJC visiting team observed that "the College offers high quality programs and services at all its locations; ...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."

The percentage of courses engaging in ongoing assessment has increased from 76% (556 of 732) in 2011 to [89% \(621 of 700\)](#) in 2012. All programs and certificates have identified PLOs, with 84% reporting ongoing assessment in 2012.⁷ Also, 100% of Student Learning and Support Activities have identified SLOs or Service Area Outcomes (SAOs) and ongoing assessment. This is also true at the [institutional level](#).⁸ While general education assessment has focused on indirect assessment ([survey data](#)) in the past, new approaches have been developed to work with the restructured GE SLOs. In fact, the College is experimenting with a “direct” assessment model to assess program-level outcomes. (See below.) Using this experiment as a model, the College plans to implement a “direct” assessment of the GE component of degree programs during the 2013-14 academic year. The 2012 Graduation Survey indicates that most students believe they have made significant gains in GE SLOs. For example, when asked if students felt that they developed their ability to analyze and solve complex problems as a result of their coursework at the College, 60.1% of the students felt they had made significant gains, and 32.6% felt they had made moderate gains. When asked if they had developed the ability to read college-level material with understanding and insight, 59.7% feel they have made significant gains, and 27.3% feel they have made moderate gains. In every category, more than 80% of the students believed they had made significant or moderate gains in the GE SLOs, with most categories over 90%.⁹

The College has begun assessing student learning in the new liberal arts areas of emphasis. Work assessing these programs, using multiple methodologies, began in spring 2013. Some faculty undertook a structured outcome mapping process while others surveyed and interviewed students and examined student work in order to assess how well students mastered program outcomes for these broadly constructed programs. The Riverside Assessment Committee (RAC) in coordination with the Office of Institutional Effectiveness conducted the project that assessed the eight [areas of emphasis \(AOEs\)](#).¹⁰ The project consisted of the following principal tasks:

- Mapping AOE course student learning outcomes to AOE program student learning outcomes;
- Identifying AOE courses/sections based on the mapping exercise to target for direct assessment, and selecting which learning outcome(s) to assess;
- Assessing student achievement of the program learning outcome(s) in the target AOE courses; and
- Analyzing the assessment results to inform discipline discussions of actions to improve the AOEs.

Workgroups of faculty members from the AOE disciplines accomplished these tasks. Working in concert with the Norco College Assessment Committee, who conducted a parallel AOE project, the RAC established a timeline, devised an assessment tool, and distributed/collected the program assessment [scantron](#) forms.¹¹ In fall 2013, the Office of Institutional Effectiveness began assembling the results of the assessments. The AOE mapping and student information (the number of units taken toward the completion of the AOE) will be used to provide a context to determine if students are progressing toward and/or meeting program-level outcomes. Results of the assessment will be shared with the

workgroup faculty and disciplines to inform the discussion about possible improvement of AOE programs.

The Office of Institutional Effectiveness provides research that allows the College to identify student learning on an institutional scale. The office has developed a data base that allows the College to look more closely at the success, retention, and persistence rates of the institution as a whole. This same data base also allows each discipline to evaluate student success and completion rates at both the discipline and course level. In addition, the data base disaggregates the rates by gender, ethnicity, age, instructional modality (online, hybrid, face-to-face), course level (transfer, CTE, or basic skills) over a five year time frame. Using the data base, the College has discovered that its success and retention rates have remained somewhat static the last five years. The following table outlines the College success and retention rates from 2008-2012:

	2008	2009	2010	2011	2012
Success (all courses)	65.2	66.6	66.7	65.7	66.7
Retention (all courses)	84.5	85.8	84.7	83.9	83.6

Assessment of the speciality programs, many of which are actually experimental projects, has demonstrated that when students have clear pathways and a variety of support services, their success and completion rates improve. Many of these initiatives vary in scope, timeline, and students served. Some are semester based while others span two or more semesters. Also, each of these initiatives has its own comparison group. Each initiative has two similar characteristics: The students generally succeed at a higher rate than their comparison group, and the student cohort is relatively small. The following table offers the success and retention rates for the following programs for either fall 2012 or spring 2013 and shows that students in four of the five initiatives listed below are more successful than comparative students:

Initiative	Success Rate of Target Students	Success Rate of Comparison Group	Number of Target Students
Completion Counts	73.0%	68.3%	384
Honors	75.0%	63.7%	295
Pathway to Excellence	65.0%	64.9%	121
Puente	79.3%	57.8%	29
Supplemental Instruction	74.1%	56.1%	681

However, when compared to the success rates for the College as a whole, the initiatives show significantly higher success rates. The reasons for the increased student success may have a number of contributing factors, which the specialty programs share. They have a tracking system, priority enrollment, block scheduling, and focused student support services that the

College believes have a direct impact on the success rates and that also serve as a model to help students complete their educational goals in a timely manner.

In addition to the assessment of specific programs or initiatives, the Office of Institutional Research has begun to analyze how well the College supports students' ability to complete [degrees and certificates](#) as well as the institution's transfer pathways.¹² Each year the College averages approximately 4,396 fall first-time college students who enroll in the College with various levels of preparation to an annual enrollment averaging nearly 31,000 students since the 2005-06 academic year. To explore how well these students, who enrolled for the first time at the College in fall 2005, complete a degree or certificate or transfer, the Office of Institutional Research followed a cohort of 2,846 students over a 6-year period of time. Based on placement scores, the students were divided into three levels: prepared (no remedial course work needed), underprepared (one level below college prepared), and unprepared (two or more levels below college-level). The following tables illustrate the completion rates for both the English and math cohorts based on the students' placement scores:

ENGLISH	Enrollment	Enroll%	Xfers	Xfers%	Deg	Deg%	Cert	Cert%
Prepared	412	16.9%	141	34.2%	18	4.4%	10	2.4%
Underprepared	758	31.0%	175	23.1%	36	4.7%	23	3.0%
Unprepared	1272	52.1%	177	13.9%	21	1.7%	50	3.9%
TOTAL	2442		493	20.2%	75	3.1%	83	3.4%

MATH	Enrollment	Enroll%	Xfers	Xfers%	Deg	Deg%	Cert	Cert%
Prepared	99	4.0%	45	45.5%	5	5.1%	0	0.0%
Underprepared	937	38.0%	260	27.7%	32	3.4%	28	3.0%
Unprepared	1427	57.9%	193	13.5%	38	2.7%	54	3.8%
TOTAL	2463		498	20.2%	75	3.0%	82	3.3%

These data suggest that few newly enrolled students, regardless of the level of preparation for college-level work, complete a degree or certificate. However, the transfer rate clearly correlates with the students' degree of preparation. In other words, each fall these first-time college students enter the institution and mix with the large number of students already taking classes at the College, but, as this cohort sample suggests, even a fewer number complete a degree/certificate or transfer out of the College each year. These [data](#) may also explain the College's static persistence rates over the last five years, which average 58.82% from fall 2007 to fall 2011.¹³ Equally important, the ethnicity statistics for this cohort, especially among Hispanics and African Americans, suggest the College has to find a solution to the disproportionate impact among under-represented groups in the degree of preparation for college-level work as well as in the transfer rates. The reasons for this bottleneck situation require more research, but the College's specialty/experimental programs suggest that, when students have a clearly defined pathway, their success and retention rates improve significantly. These data also suggest that the College needs an intervention to help these first-time students complete their educational goals in a timely manner. Using the Completion Counts model (discussed above), the College has begun to develop a Pathways Initiative to help students navigate the institution by using the Associate Degrees for Transfer

(ADT) curriculum as the primary pathway, by ensuring that the CTE certificate pathways are available, and by having students at the pre-collegiate level complete a defined pathway to reach college readiness. As of [January 31, 2013](#), the College has certified 8 ADT degrees with 9 in various levels of planning. The College is committed to 17 of the transfer degrees and plans to offer 15 by fall 2014.¹⁴ These figures will change as more disciplines have their ADTs approved.

As the College moves to implement its new Pathways Initiative, it will need to develop more institutional assessment projects to track student progress and to determine the most effective ways to help students achieve their educational goals, particularly in the areas of pre-collegiate pathways and transfer/degree achievement. Many of the pre-collegiate students (in particular the underprepared) need only one course to enter the transfer pathway. For instance, in English, 32.9% of the students need to take English 50 to prepare for English 1A, the graduation and transfer required course. In math, 45.5% of the students place into a course that is one level below the graduation and transfer courses.¹⁵ To implement this initiative will require a significant change in the College's enrollment management planning in order to offer the necessary courses for the pre-collegiate, certificate, and transfer pathways. In order to avoid disrupting the schedule of classes with radical changes on a large scale, the College plans to begin with a cohort of 300 students in spring 2014 and then add another 500 the following semester. By assessing the progress of students at each semester interval, the College can gradually restructure and manage its enrollment and course offerings in such a way that students will have the necessary courses to complete their selected pathways in a timely manner. The College anticipates that this initiative will significantly improve its completion and transfer rates.

One area of significant focus for the Assessment Committee in 2011-2012 involved issues associated with collecting assessment results in a single repository. While it is straightforward to collect spreadsheets and narratives for courses utilizing exam-style assessments, some disciplines provide assessment in different formats. For example, maintaining records of dance performances used for assessments poses a challenge. Video or photographs might be reasonable storage options, but submitting them through the current submission system is not possible. The current system involves filling out a website survey of assessment results and then emailing supporting documents to the Assessment Committee. To assist faculty in completing the assessment submission process, the Assessment Committee website has been updated and has links to the survey site (and email information), as well as links to tools to help in conducting and analyzing assessment results. To address the challenge of keeping assessment data in a readily accessible location, the College has made the decision to purchase the widely used assessment tool , Tracdat, as the single repository for assessment activities.

Actionable Improvement Plan

The College will develop integrated plans to implement the Pathways Initiative.

The Assessment Committee will implement a direct assessment of the GE component of degree programs.

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

- a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**
- b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.**
- c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**
- d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**
- e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.**
- f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**
- g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.**
- h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**
- i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

Descriptive Summary

Each faculty member, whether full-time or contingent, has a primary assignment in a specific department and in a specific discipline. Outside the departmental structure, faculty are represented by the Riverside City College Academic Senate, whose standing committees on Assessment, Curriculum, and Program Review are crucial to maintaining the quality of the College's academic programs. RCC has clearly established and widely understood processes for developing and assessing student learning outcomes at the course, program, general education, and institutional levels. (II.A.2.a)

Initial course design is completed by faculty members who have access to the RCC Curriculum Handbook, which was extensively revised in 2012 and provided to faculty in draft form in spring 2013. New programs sometimes originate from administrators or the community, although they are still formally proposed by discipline faculty. Approval is granted by the [Curriculum Committee](#), which is comprised of faculty members from every department at the College.¹⁶ If courses are part of the "common core curriculum" offered at the other colleges in the District, the District Curriculum [approval process](#) also takes place.¹⁷ After approval by the Board of Trustees, new or newly revised courses are listed in the subsequent RCC catalog. The College uses two processes for evaluating new program proposals (a more lengthy process is required for programs that require new resources). Both are documented in the Curriculum Handbook.¹⁸ (II.A.2.a)

The approved course outline of record lists the course-level student learning outcomes for every course. Discipline faculty review and update course outlines at least every Comprehensive Instructional Program Review (CIPR) cycle. Even this timetable has accelerated in recent years as the College has taken advantage of statewide initiatives, such as the Course-Identification Number (C-ID) project and associate degrees for transfer (ADTs), that prompted even more frequent review and update of course outlines. All adjustments to course outlines that involve changes to course-level SLOs are considered major modifications and go through the full curricular review process. (II.A.2.a)

The College relies on the faculty of each academic discipline to develop and continuously assess the SLOs for each course. (The [RCC Institutional Assessment plan](#) provides the Guidelines for assessing SLOs.¹⁹) The annual Unit Plans and the Comprehensive Instructional Program Reviews (CIPRs, completed every four years) require faculty analysis of assessment. As part of the CIPR process, disciplines analyze ways in which assessment results are being used to improve teaching and learning in their courses and/or programs. In the annual Unit Plan, instructional units document assessment dialogue and use of the results for improvement. In spring, as part of the annual Unit Plan, disciplines completed an [addendum](#) to the CIPR that set measurable success and retention goals for several years.²⁰ Some disciplines developed action plans to meet those targets. Assessment of course-level SLOs is ongoing. Program level student learning outcomes are reviewed as part of the four-year CIPR cycle. (II.A.2.b)

The College relies on faculty to develop and assess PLOs for all degree programs. For example, in many cases, CTE advisory committees helped draft CTE PLOs. In 2009, all Career and Technical Education (CTE) programs developed program-level outcomes, and in

2011-12, CTE disciplines completed a [mapping and aligning project](#).²¹ For the project, the Office of Institutional Effectiveness supplied each program with required and elective courses in the program to map and align with program learning outcomes (PLOs). Faculty judged whether a course Introduced (I), Developed (D), or Mastered (M) a PLO. The CTE PLO project revealed gaps or areas where PLOs existed that did not align with course SLOs. CTE disciplines identified capstone-like courses when appropriate and discussed further assessments. The project proved effective in improving programs. For example, the Applied Digital Media (ADM) program identified several PLOs that could be combined and an additional PLO that needed to be added. ADM identified six PLOs that needed more emphasis in courses and one PLO that needed to be included more broadly throughout the program. During the 2011-12 academic year, ADM revised its PLOs and their coverage in courses and in the overall program. (II.A.2.b) Also, during the 2013-14 academic year, the College is participating in the Tuning Project, funded by the ACCJC's Lumina Grant, to align its ADTs with local state universities. The College plans to align the ADTs for early childhood studies, sociology, communication studies, math, and English and then train faculty in the other college certified and proposed ADTs to align their transfer degrees as well.

The RCC Assessment Committee oversees the assessment of general education student learning outcomes. In a process that culminated with Board of Trustees approval in fall 2012, the Assessment Committee recommended a reframing of [General Education SLOs](#) from a previous bullet-list of 25 GE SLOs to four broad areas of student learning, each described in a short narrative description.²² Assessment of GE SLOs has been accomplished to date by annual student surveys. (II.A.2.b)

In many cases, evidence of assessment activities and results reside in discipline/departmental folders and Survey Monkey reports. As part of the Comprehensive Instructional Program Review process, each unit's report includes a detailed description of assessment projects, the number of courses and students assessed, the results, and most important, the conclusion drawn about student learning and recommendations for improvement. The Riverside Assessment Committee recommends that each discipline assess all of its courses within the four-year CIPR cycle. Each identified College program reports its assessment activities through survey results. The Office of Institutional Research identifies students who are in a program. This information is used by programs to direct their assessment efforts.

Quality instruction and responsiveness to student needs is also addressed through a variety of other means. Hiring processes mandate minimum qualifications for all faculty. For faculty positions, the College requires the participation of faculty members from the discipline on the selection committee. Contingent faculty are hired with equally careful attention to meeting minimum qualifications or equivalencies (AP 7120d). Discipline faculty are central to the process. Evaluating courses also means evaluating how faculty teach them. The evaluation article in the faculty contract, the "Improvement of Instruction" process (See Standard IIIA for a more detailed discussion of the evaluation process), includes a review of course syllabi and whether or not the content of faculty member's course meets the course SLOs. (II.A.2.c)

To support faculty who teach distance learning courses, the College requires all prospective distance education faculty members to complete the Online Blackboard Academy. The

Online Blackboard Academy consists of six online modules, ranging from the basics of learning Blackboard 9.1, to Section 508 requirements, to incorporating streaming media in online courses. Instructors can review the modules whenever necessary. In addition, the RCCD Open Campus has created many tutorials on the use of Respondus and Turnitin tools in online courses.²³ Finally, the RCC [Open Campus](#) provides a stipend to experienced online faculty to act as mentors for faculty who have completed the Online Blackboard Academy. (II.A.2.d)

All instructors have access to faculty development resources at The Glenn Hunt Center for Teaching Excellence, including annual faculty learning communities that focus on best practices in teaching and monthly FLEX workshops that address current social, cultural, and economic issues affecting student learning in higher education. The Student Success Committee supports and assesses innovations in developmental and college-level courses. The Curriculum Technical Review Committee regularly reviews new course online and hybrid course proposals for ADA compliance and other student access issues. Faculty training for working with students with diverse needs is also regularly available through Student Health Services, Disabled Student Programs and Services (DSPS), and RCC Veterans Services. The College is committed to educating all of its students to the best of its ability. (II.A.2.d)

The faculty responsible for evaluating and updating course outlines for appropriate rigor and breadth comply with articulation standards required by the California State Universities and the University of California, external accrediting bodies, and other standards within the disciplines. All faculty members have access to approved outlines of record so that they are aware of any changes to courses. Content review takes place at the discipline level to establish appropriate prerequisites, co-requisites, and advisories. Discipline faculty determine the appropriate sequencing of courses and review student success data to ensure that sequenced courses are designed effectively. (II.A.2.e)

The College Curriculum Committee reviews course SLOs from multiple perspectives to ensure that each course has a progression of required thinking levels and that the sequencing of the measurable outcomes supports critical thinking development. The next level of evaluation and analysis occurs between groups of related courses, such as courses in sequence, or courses connected with prerequisites and advisories. This review ensures that there is a logical sequencing between courses that allows students to synthesize learning experiences between courses. (II.A.2.e)

The Curriculum Committee also ensures that modes of delivery and methods of instruction reflect the diverse needs and learning styles of the College's students. RCC students have the potential to complete 50 percent or more of the required courses in 67 certificate and degree patterns via online delivery. However, some disciplines only offer a limited number of the required courses online. The limited course offerings (e.g., English 1A, a required degree and transfer course) significantly restricts the number of students who can complete their certificates or degrees online. For some students, however, online instruction offers a vehicle to achieve their education goals as they increasingly face competing family, employment, and personal demands. The Commission approved the College's Substantive Change report for Distance Education in spring 2012. (II.A.2.e)

All courses, whether lecture, lab, web-enhanced, hybrid, or online, use multiple methods of delivery and instruction. With the assistance of the College's Instructional Media Center staff and equipment, classroom and lab instructors can utilize the Internet and LED projectors to access streaming video, make multi-media presentations, facilitate group presentations, assess student learning via "clickers" and other devices, and supplement discussions. Under the guidance of the College's Open Campus mentors, distance education instructors actively engage students via live chat, streaming video, virtual whiteboard activities, discussion boards, and email. (II.A.2.e)

Supplemental instruction (SI) and learning communities provide additional student learning opportunities in academic preparedness programs, such as Puente and CAP, and in CTE programs, such as nursing and automotive technology. Smaller course caps and seminar format provide more focused learning opportunities in the Honors Program. Academic support services in computer information systems, ESL, math, reading, speech, and writing are offered in the MLK Learning Center, and many of these services are also integrated into classroom instruction.

Instructional planning at RCC is the most important component of the College's broader planning structure. The College's integrated planning processes are driven by the institution's Mission, Vision and Values. There are seven distinct steps in the institution's strategic plan: (1) Review and Update Mission, Vision, and Values; (2) Analyze Data, Identify Issues, and Establish Goals; (3) Share Vision and Goals with Stakeholders and College Committees; (4) Develop Strategies, Determine Resource Allocation, and Develop Assessments; (5) Assign Responsibilities and Determine Performance Indicators; (6) Implement Strategic Plan; and (7) Annual Assessment Report Card. (II.A.2.f) The institution has developed five goals designed to ensure student success in its 2009-2014 Strategic Plan. Those are: (1) Student Access and Support, (2) Responsiveness to Community, (3) Culture of Innovation, (4) Resource Development, and (5) Organizational Effectiveness. For each of these goals, the [Strategic Planning Council](#) has established a number of strategies and tactics. Associated with each strategy and tactic are performance indicators which are relied upon to measure the institution's progress toward achieving the goal.²⁴ (II.A.2.f)

Inputs to the [strategic plan](#) include, but are not limited to, ARCC Data, Basic Skills Action Plan, Campus Climate Surveys, CIPRs, the Educational Master Plan, Environmental Scans, the Facilities Master Plan, the Matriculation Plan, the Midrange Financial Plan, the Student Equity Plan, and the Technology Plan.²⁵ The key input for instructional units, however, is the CIPR conducted by each discipline in the College every four years. The CIPR, a report developed by the discipline itself, assesses the quality of its contribution to the five college goals in the previous cycle. In addition, the report includes what the unit would like to achieve during its next cycle and what institutional support is necessary to achieve the unit's goals. Annual Unit Plans provide short-term updates on each unit's progress toward meeting its stated goals and allow units to refine their requests for institutional support. (II.A.2.f)

The Office of Institutional Effectiveness compiles and makes available all data used in the integrated planning process to members of the College community. The office has one full-time researcher. The [new data base](#)—which provides success, retention, and persistence rates over a five year span as well as ethnicity, age, gender, and instructional modality rates—

offers each instructional discipline the information necessary to develop measurable goals and to monitor its progress to achieve those goals.²⁶ The office helps all College units analyze and interpret data correctly to ensure its proper application. (II.A.2.f)

The faculty in several disciplines (e.g., English, mathematics, and nursing) collaborate to ensure that students who complete a sequential course have truly mastered the skills necessary to progress to and succeed in the subsequent course, but this collaboration has not resulted in widespread use of common exams. The math department utilizes several common final exams; however, Math 52, Elementary Algebra, is the only course for which a common final is mandatory for all sections. This exam, initially developed with support from a 2001 PEW grant, consists of 40 multiple choice questions and 10 free response questions. Four versions of the exam exist to minimize cheating. The instructor grades the 10 free response questions, and then the two portions are brought together to calculate the exam's score. In other departments, voluntary common midterms and finals have been used as part of assessment projects, but these exams have not been institutionalized. (II.A.2.g)

RCC awards credit based on student achievement of the course's stated learning outcomes. The entire curriculum review process—designed to allow input from discipline faculty, department members, library and counseling services, and administration—ensures that every course outline has the elements necessary to support student learning. Student learning outcomes are conveyed to students in syllabi, and faculty are expected to teach the course in such a fashion that students achieve stated outcomes in order to pass the class. As part of the new course proposal process, originators include catalog descriptions of similar courses from three different UCs, CSU, or community college campuses to verify that the course is similar to lower division courses at other institutions. To ensure similarity of course content and transferability among community colleges, course descriptors (C-IDs) are used when available to standardize the courses throughout the system. To be used toward certificate or degree requirements, courses must be completed with a grade of “C” or better, indicating that a student has satisfactorily achieved the learning outcomes for a course. A cumulative GPA of 2.0 is required for successful completion of any certificate or degree program. (II.A.2.g)

Faculty members work to know and maintain accepted norms in higher education through dialogue with other faculty members outside the College, first with colleagues at the other colleges in the District and then through conference attendance, statewide committee participation, and discipline-specific association memberships and publications. During the 2013-14 academic year, the College is participating in the Lumina Tuning Project, where faculty from selected disciplines work with other community college faculty and representatives from the California State University system to align student learning and program learning outcomes.

The College awards credit for courses, certificates, and degrees based on student achievement of the SLOs. The number of units awarded for lecture and laboratory courses is based on the number of hours the class meets and state-mandated regulations. The hours are reviewed and verified during the technical review of the course to ensure the relationship between hours and units are accurate. Units of credit awarded are determined by institutional policies in terms of graduation and transfer. The Riverside City College Catalog (2013-14) includes the “Philosophy for the Associate Degree” (page 36) as well as the “Requirements

for College Transfer” (page 49 and following), including admission requirements for the University of California, the California State Universities, Intersegmental General Education Transfer Curriculum (IGETC), and the requirements for admission to independent California colleges and universities. For Career and Technical Education (CTE) programs, the [CTE Handbook](#)²⁷ describes the necessary courses applicable to each certificate and degree program. (II.A.2.i)

Self Evaluation

The College depends unambiguously on the expertise of faculty for course and program development, implementation, and assessment. This is one of the College’s strengths. With the approval of Riverside City College’s [Institutional Assessment Plan](#),²⁸ the College has embedded assessment into all facets of its instructional activities.

The College’s current position on assessment is significantly different from its place in 2007 when most assessment activities were District-centered. Since the College last reported its efforts to meet these standards in its 2007 Self-Study, it has enhanced the “culture of assessment” within the institution. Even the 2007 visiting team noted that “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.” In fact, the 2007 visiting team acknowledged that the College’s approach is “more of a cultural change than a mere procedural accommodation of an externally-imposed mandate.” In spite of these accolades, the 2007 visiting team concluded that the College had only “partially met” Standards IIA and IIB, in part due to the issues with assessment, and that the College was at the “development level of implementation.” However, the College has not only implemented a wide range of assessment activities since the last Self Evaluation visit, it has greatly increased the amount of data available to analyze its instructional and support programs and to direct its institutional planning.

The College has established an Office of Institutional Effectiveness that coordinates and collects the assessment activities that have occurred at the College. In fall 2011, the Riverside City College Academic Senate approved a comprehensive assessment plan that integrates all levels of assessment activities. It codifies the numerous assessment activities that have taken place at the College, and it provides an appropriate vehicle for the College to move from a District coordinated assessment activities to a college centered approach to assessment. The plan codifies the structure of future assessment activities, states that the purpose of student learning outcome assessment “is to improve student success and learning,” and outlines the essential principles that the institution uses to guide that assessment. It clearly indicates the four primary levels of student learning outcome assessment (course, program, general education, and institutional) as well as the effort to assess student satisfaction and engagement as an additional strategy to promote student success. The most important support to facilitate the College’s assessment activities centers on the amount of disaggregated data now available for planning purposes. The Office of Institutional Research continues to develop resources, such as the new pivot table data base, that allow academic units to analyze student success, retention, and persistence rates over a five year span at the course level.

The College's Assessment Plan also identifies the process for assessing each level and for assessing administrative and student service units. The central component of the assessment plan involves the CIPR process and the Unit Plans submitted each year, both of which are faculty driven processes/documents. The template for the Unit Plan and for the CIPR requires that all College units report and document their assessment activities. In spring 2013, each discipline submitted an addendum to the CIPR that sets measurable outcomes for success and retention.

Course-level student learning outcomes assessment is robust and ongoing, as reflected in the College's [March 2013 report](#) to the Commission.²⁹ Review and updating of course outlines for currency and relevance is current in most disciplines, and those disciplines that are less current are those in which changes in the curriculum are less dynamic (e.g., ancient history). Program SLO assessment is sound in those cases where programs are comprised of courses from one or two disciplines whose faculty work together regularly; this includes all CTE programs (both certificate and degree) as well as single discipline programs like the recently developed ADTs. Assessment of general education student learning outcomes has been continuous for several years and is well established.

At a macro level, the goal of the College's Assessment Committee has been to focus on higher levels of assessment with the greatest potential to improve student completions. For example, in spring 2013, the College began participating in a Lumina Foundation initiative to align program outcomes of newly created RCC associate degrees for transfer (ADTs) in communication studies, early childhood Education, and sociology with programs offered by neighboring CSU campuses. While these three programs were designated by Lumina, the College also chose to work on similar initiatives with the College's faculty in math and English. While it is too early to summarize the results of the initiative, the College hopes that the aligning of these courses to program and transfer pathways will yield significant improvements in student success and completion. Once the faculty who are participating in the Tuning Project have been trained, the College hopes to use the experienced faculty to train faculty in other areas.

Programs whose course offerings come from multiple disciplines and departments "[areas of emphasis](#)" —such as Humanities, Philosophy and Arts or Social and Behavioral Studies — are constructed to require of students the degree of focus required by both Title 5 regulations (55064) and Accreditation Standards (IIA.4) while also allowing considerable flexibility.³⁰ A student completing a program in an area of emphasis can take courses in any of several disciplines, and for this reason faculty are just developing effective methods for evaluating student mastery of program-level outcomes. Area of emphasis program assessment is in an early stage (as are the programs themselves), and focused work began in spring 2012 to further map course and program SLOs and to analyze what students who have completed these programs have learned. A component of this work involves direct assessment of artifacts of student work created within these programs.

The College uses various methods to assess institutional student learning, including graduation surveys and the Community College Survey of Student Engagement (CCSSE). A recent presentation to the Strategic Planning Executive Council by the College's Office of Institutional Effectiveness suggested various ways to use the CCSSE as an effective

assessment tool. For example, the College used the results of the CCSSE to focus on faculty-student interaction as a goal for the 2012-13 academic year; disciplines were then asked to report on the steps they would take to help meet this goal as part of the spring 2013 Unit Plans. Unfortunately, the [2013 CCSSE Key Findings](#) show that student-faculty interaction is still one of the areas where the College performed least favorably. To improve in faculty-student interaction requires a careful analysis of the CCSSE questions used to measure that interaction because the questions do not necessarily assess the true nature of the faculty-student interaction at the College. For example, if students at the College do not use e-mail to communicate with faculty as often as other students in the cohort, it does not necessarily mean that limited student-faculty interaction is taking place. The Strategic Planning Executive Council plans to look at this issue more closely during the 2013-14 academic year. On a more positive note, the results also show that one of the highest rated areas includes the College's support for learners.³¹ More important, the more global outcomes, such as transfer rates and AA degree completion, are linked closely to the Strategic Planning goals and strategies, particularly the key performance indicators, which are reported and discussed more completely using the College's Annual Report Card. The Riverside Assessment Committee provides a complete overview of the College's assessment activities at all levels in its Annual Report of Assessment Activities. This report identifies the specific disciplines, programs, units, and institutional efforts to assess and the results of those efforts. It also provides guidance for the subsequent year's activities.

The RCC [Annual Report](#) to the ACCJC includes data on completers and transfer rates, which is now available for assessment. In the report, the College has set specific goals relative to completion for the 2013-2014 school year.³² Because the Commission only asked for these goals as part of the March 2013 report, the College simply increased the success, retention, degree, transfer rates, etc. by the standard deviation of the average over a five-year period of time. The College used this method because it has not yet developed clear action plans to increase those rates. However, the Office of Institutional Research has gathered significant data using the template provided by the ACCJC and has begun providing that data, as well as other institutional research data for disciplines (as noted above), to assist the College in developing clear actionable improvement plans to improve student success and completion rates. As part of this process, in spring 2013, the College asked each instructional discipline to set measurable outcomes in an addendum to the CIPR to help the College set long-term goals and to develop specific strategies to improve the success and retention rates in each discipline. To degree of improvement in success and retention rates as a result of these interventions will contribute to the systematic development of measurable goals as part of the CIPR process.

Riverside City College is aware of the January 2013 memo from the Commission indicating that the Federal Government now requires regional accreditors to confirm that colleges have established institutional standards for student achievement, disaggregated around a variety of socio-economic variables. The College's initial response to this requirement centered on using the standard deviation of a five-year average and then finding a way to develop long-range goals based on the CIPR Addendum submitted by each discipline. However, this strategy also demands further discussion because disciplines and the College have not had an opportunity to plan or to assess the results of specific interventions. The College is developing a number of initiatives, most notably the "Pathways Initiative" discussed above,

that it believes will support sustainable improvements in student achievement. As all community colleges, current RCC students complete their goals and succeed at very different rates. For example, transfer and success rates for basic skills students are much lower than they are for nursing students. To develop “reasonable” targets requires careful planning, and the College plans to develop and refine achievable and sustainable improvement targets for all student demographics as the College assesses the results of and refines its Pathways Initiative.

For many years the RCCD Open Campus provided training support for all faculty who teach one or more of their courses online. The trainer was available by appointment, phone, or e-mail during the regular school day. In 2011, the trainer retired, and the District elected not to fill the position. Although there are many experienced faculty members who are willing to act as mentors and as a resource for current online faculty, schedules often prevent these consultations from happening as frequently as before. With ongoing emphasis on online classes throughout the state, funding a full-time trainer for the RCCD Open Campus would improve access to expertise on a rapidly changing curriculum delivery mode.

As evidenced by the College’s 2012 Substantive Change report, the [Student Handbook](#),³³ the [Faculty Handbook](#),³⁴ the Student Success Committee Report Card, and various Strategic Planning reports and documents, the College’s delivery modes and teaching methodologies are highly attuned to the needs and learning styles of a diverse student body and are regularly assessed and improved. Subsequent to the approval of the College’s Substantive Change request, College staff realized that the student success data submitted in the report reflected the combined success of hybrid and online students but was presented as exclusively online students. As a result, the difference between the success and retention rates is more significant than reported in the Substantive Change Report. For example, the difference in the success rate for fall 2011 was 67.65% for face-to-face and 55.29% for online; for fall 2010, the difference in success was 67.74% to 53.19%. A similar difference in retention statistics also exists. For fall 2011, the retention for face-to-face was 84.02% compared to 77.21% for online, and for fall 2010, the difference was 84.80% to 77.24%. While these rates reflect the average for the College, the Office of Institutional Research has developed a data base that allows each discipline to analyze its success and retention rates over a five-year span. This data base provides statistical information by instructional modality (face-to-face, online, and hybrid) as well as ethnicity, gender, and age for courses in transfer, basic skills, and CTE.³⁵ Because each academic discipline now has access to disaggregated and detailed information to develop specific measurable goals and targets as part of the Unit Plan and Comprehensive Instructional Program Review analysis, disciplines offering online and hybrid courses have more information on which to make changes or rethink their distance education offerings.

Also, the analysis of the cost of online instruction in the Substantive Change Report did not include the difference in FTES apportionment. Because the College has a compressed calendar, the state chancellor’s office requires the College to calculate the FTES of distance education courses by the unit value of the course rather than the contact hours allowed by the state chancellor’s office. For instance, for a three unit online or hybrid course, the College uses 3 contact hours to calculate FTES rather than the 3.4 contact hours used for face-to-face courses in the compressed calendar. This fact, over which the College has no

control, and the reduced class size for many online courses significantly increase the cost of instruction for online classes. The College has only recently become aware of these facts and will have to consider the differences in the success and retention rates as well as the significantly increased cost of online instruction as it manages its enrollment and cost of instruction.

While the College has always transferred a significant number of students on to CSU and UC campuses, it would like to see these numbers increase. One of the challenges that RCC faces is that transfer numbers need to be calculated internally. Though the state Chancellor’s Office provides significant amounts of information about the College, including transfer and other measures as reflected in the ARCC report (Accountability Reporting for Community Colleges), the information is based on data the District provides via MIS reporting. Prior to summer 2010, RCC was a single college with no means to report the data separately for each site. Because the College seeks to leverage information consistent with the Chancellor’s Office, RCC computed transfer rates in line with the methodology used by the state. Starting with students who enrolled in a course offered at the Riverside campus, all enrolled students in a given year were tracked for 6 years and matched with the National Student Clearinghouse for enrollment at a four-year institution. However, instead of using a cohort of first-time students, RCC computed transfer rates based on the entire student population.

2000-01	2001-02	2002-03	2003-04	2004-05
28.4%	36.2%	32.9%	40.7%	33.6%

Using the same methodology for computing transfer rates, the volume of transfers for the last several years has declined. This information will allow the College to monitor the impact of its Pathways Initiative more closely.

2009-10	2010-11	2011-12
2,922	2,471	2,068

The College has data that shows, based on a study that tracked a cohort of students who started in fall 2005, that the average number of units completed by transferring students is 45, below the 60 unit limit required by the UC and CSU. These data are not inconsistent with Moore and Schulock’s “Divided We Fail” that showed students from the state’s community college system transferred to 4-year institutions with fewer than 60 units. Those authors found, for example, that “only 43% of the students who transfer to a university had completed a transfer curriculum at the California Community College, which requires at least 60 units transferable credits, including English and math” (p. 6). The report goes on to note that “only half (52%) of the transfers were to one of the state’s public universities.” Using this as a starting point, the Office of Institutional Research disaggregated the transfer data by institution and found a similar pattern. Half of the transfer students transferred to the UC or CSU while the other half transferred to a private institution in California (21%) or out of state (29%).

Transfer Institution	Transfers from RCC	Average Units Completed	Percent
UC	35	69	6%
CSU	239	62	43%
CA Private	117	32	21%
Out of State	161	19	29%
Grand Total	552	44	100%

As the College implements its Pathways Initiative, it will be crucial to understand better the transfer behavior of the College’s existing student population and the impact broad implementation of associate degrees for transfer (ADTs) will have on transfer rates.

The College’s Fact Book 2012 shows a steep decline in the number of CSU transfers in 2008-09 and 2009-10. While part of this decline may be due to reduced capacity in the CSU system or even problems with disaggregated data, the College anticipates that its Pathways Initiative will improve the College’s transfer numbers even during times of diminished capacity.

Over its 95+ year history, Riverside City College has maintained the reputation for quality instruction and service to the community. The College awards credit based on widely accepted standards of quality in higher education, many of which are obligatory as a result of Title 5 regulations. Course outlines are revised and updated during the CIPR cycle. Integration of course SLOs and general education SLOs is complete and is documented in CurricUNET.

All three of the District’s colleges “share” the areas of emphasis and the PLOs for each. Students at RCC have far greater options than students at the other two colleges in the District in course selection for completing an area of emphasis because Riverside City College offers a wider mix of elective courses. A student who completes 15 units “in residence” within the District is eligible to receive a degree upon completion of all of the requisite coursework.

The Developmental Math Committee within the math department is responsible for the creation and maintenance of the common final and reviews the success rate of each question. All questions are matched to current SLOs. Low scoring questions are examined to determine a cause for low scores. The curriculum is often adjusted to emphasize the SLO through methods of instruction, additional practice, and more frequent appearance on quizzes and exams prior to the final exam. Questions are extracted from a test bank provided by the publisher of MyMathLab® and thus lack institutional or instructor bias.

All evidence indicates that RCC students who complete certificates and degrees achieve a high level of program competence and mastery of institutional student learning outcomes. This is most clear in those CTE degree recipients who also pass state and national licensing exams at very high rates. For example, the RCC 2012 Fact Book reports the licensure rate for RCC Cosmetology students as over 90% in seven out of eight measures in 2011 and a job placement rate of 82%. Also, the Nursing program has clear program-level outcomes and assessment results. One outcome is that the RN students' pass rate will exceed the national average:

Year	National Average	RCC
2009-10	86.5%	92.7%
2010-11	87%	91.8%
2011-12	90.3%	90.4%

Another program-level outcome for nursing students involves a 90% or better job placement rate for students in the nursing program:

Year	Percent of RCC Nursing Students Employed
2009	98%
2010	97%
2011	98%
2012	98%

Students should only receive passing scores and grades when their achievement in a course indicates satisfactory levels of mastery of the stated student learning outcomes for the course. Course SLOs are mapped to Program SLOs throughout the curriculum. A student who has passed all courses required for a program should therefore be presumed to have met the student learning outcomes for the program. The student who completes all courses with a grade of A will have achieved a higher level of mastery, but even the student who completes with Cs will have a sufficient level of mastery. Nevertheless, RCC does not rely on course completion alone to validate student mastery of program and institutional student learning outcomes.

Actionable Improvement Plan

The College and disciplines offering online classes will evaluate the effectiveness and cost of online instruction as part of the program review process.

The College, using specific information from assessment activities, will develop measurable targets at both the institutional level and at the discipline level as part of the program review process.

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

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

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**
- b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**
- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Descriptive Summary

General Education requirements for all RCC students appear on page 42 of the 2013-14 Riverside City College Catalog. As required both by accreditation standards and by California Code of Regulations (Title 5 §55063(b)), all RCC students must complete classes in Natural Sciences, Social and Behavioral Sciences, Humanities (including the fine arts), and Language and Rationality (this category includes courses in English Composition and Communication and Analytical thinking). A review of the College catalog and schedule of classes makes it clear that students have available to them a wide and rich range of classes from which to choose. Students may meet their 3-unit Social and Behavioral Sciences requirement by choosing from over 60 courses in nine different disciplines, from Administration of Justice to Sociology. (II.A.3)

Because all students who seek to complete a degree must complete the College's general education requirements, the College is increasingly viewing general education as one of the pathways to which the College must pay particular attention. The College has modified the general education SLOs (see discussion above) and has completed an indirect assessment of them. As discussed above, the College plans to use its current program level outcomes assessment as a model for a direct assessment of the GE SLOs. Also, in Standard IIB.3, the College outlines its student community service requirement that emphasizes civic and social responsibilities. In addition to this requirement, many general education courses, as part of the course outline of record and the student learning outcomes, emphasize civic and ethical principles and respect for cultural diversity.

Self Evaluation

At the time of the 2007 comprehensive visit, the College had established six broad categories of general education learning outcomes, each of which included subordinate SLOs for a total of 25 enumerated outcomes. In the 2011-12 academic year, the College assessment

committee, in collaboration with comparable committees at Moreno Valley College and Norco College, engaged the College in discussion about the efficacy of having 25 discrete SLOs and, at the end of that discussion, recommended to the Academic Senate a distillation into four narrative general education student learning outcomes. All three of the District's Academic Senates endorsed the recommendation of the college assessment committees and took that recommendation to the Board of Trustees in the fall of 2012. Although there was considerable reduction in separately bulleted items, significant overlap between the previous and the current GE outcomes still exists. For example, the first category under the old list was "Critical Thinking," which included the following bullet points:

- Analyze and solve complex problems across a range of academic and everyday contexts
- Construct sound arguments and evaluate arguments of others
- Consider and evaluate rival hypotheses
- Recognize and assess evidence from a variety of sources
- Generalize appropriately from specific cases
- Integrate knowledge across a range of contexts
- Identify one's own and others' assumptions, biases, and their consequences

The Critical Thinking language approved by the governing board in fall 2012 reads as follows: "Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others." Thus the means of expressing the College's expectation regarding students' critical thinking skills has changed more than has the substance of the expectation.

The College has engaged in assessment of student mastery of general education SLOs for many years. Three means of assessing student learning have been used. First, the CurricUNET software used by the College for curriculum review and approval allows the mapping of course student learning outcomes to general education learning outcomes. Faculty link course SLOs regarding critical thinking to the general education SLO, and students who pass the class are presumed to have engaged both the course and the institutional SLO. Second, the College has surveyed graduating students regarding their perceived gains in the general education SLOs. For these SLOs, students indicate no gain, slight gain, moderate gain, significant gain, or unable to judge. The [2012 Graduation Survey](#) indicates that, in almost all areas, 90% or better of the students surveyed believe they have made moderate or significant gains in the general education SLOs.³⁶ The College surveys graduates as a means of indirectly assessing general education SLOs and provides data to the College community for evaluation. The results of the annual survey are reported to the College community, and discipline faculty consider these results in revisions to course outlines and college programs.

Finally, the College has administered both the Community College Survey of Student Engagement (CCSSE) and the Community College Student Experiences Questionnaire (CCSEQ). The College last administered the CCSEQ in 2006 and, following a period of

reevaluation, began administering the CCSSE in 2010. That was followed by surveying again in 2011 and 2013, and the College anticipates regular administration of the CCSSE as a way of establishing longitudinal data on student engagement. Each of these nationally validated surveys contains questions in which students indicate their perceptions of learning in general education-related areas. The College has documented key findings for the 2010 and 2011 administration of the survey and a detailed review of the 2013 survey is being prepared. The [2013 Key Findings](#) suggest that the College falls below the 2013 CCSSE cohort in active and collaborative learning, above the cohort in student effort, above the cohort in academic challenge, below the cohort in student-faculty interaction, and above the cohort in support for student learning.³⁷ The results of the survey are discussed in a variety of venues, but particularly in the annual Strategic Planning retreat (usually held in late May); the College then focuses on two or three areas for the subsequent year.

All students seeking to receive an associate degree must complete the College's general education requirements, which include courses in the natural and social sciences as well as the humanities and fine arts. As part of the course proposal/revision process, faculty use CurricUNET (the College's curriculum review management system) to link course SLOs to GE SLOs; courses which are proposed to meet GE requirements are not considered complete if the faculty do not indicate some linkage between course and GE SLOs. Graduating students are surveyed annually regarding their achievement of these SLOs.

All courses offered at Riverside City College provide instruction both regarding the content of the course, but also regarding the methodology appropriate to the discipline in which the course is offered. It is instruction in this latter area that prepares RCC students to be life-long learners. All courses offered at RCC require students to demonstrate critical skill capacity and proficiency in oral and written communication. Courses taken to meet the College's general education requirements provide students with greater skills in scientific reasoning, in aesthetic judgment, and in the ability to identify credible sources of information to build on the knowledge and skill base their RCC education has provided them. (II.A.3.b)

Riverside City College is a Hispanic-Serving Institution in a very diverse community in southern California, and faculty build on the diversity of their classrooms in those classes in which it is appropriate to instill in RCC students an appreciation of the demands of ethical citizenship in the community the College serves. The [2012 Graduation Survey](#) used to assess one of the general education outcomes, "identifying your own and others' assumptions, biases, and their consequences," indicates that 91.4% of the students believe they have made moderate to significant gains in this area as part of their course of study.³⁸ As a result of their course of study at Riverside City College, 86.7% of the students believe they have made significant to moderate gain in "demonstrating understanding of ethnic, religious, and socioeconomic diversity (item 28 of the 2012 Graduation Survey). Moreover, 88.1% of the students believe they have made significant to moderate gains in "demonstrating appreciation for civic responsibility and ethical behavior (item 25 of the survey). In the same survey, 86.9% of the students think they have made significant to moderate gains as part of their course of study in "listening thoughtfully and respectfully to others (item 16 of the 2012 Graduation Survey). The 2012 Graduation Survey also indicates that 93.9% of the students believe they have made significant to moderate progress in "being a life-long learner, able to acquire and employ new knowledge" (item 23 of the 2012 Graduation Survey). The Student

Code of Conduct in the Student Handbook and Board Policy 5500, Standards of Student Conduct, and Board Policy 5300, Student Equity, provide the basic ethical principles and emphasis on cultural diversity for the College. While some faculty continue to rely on the traditional classroom lecture, many instructors make frequent use of small group and class discussion, shared class projects, and other modes of instruction that make the nature and challenges of the contemporary world clear to RCC students. (II.A.3.c)

Both inside and outside the classroom (as described in greater detail in Standard IIB), RCC students have many opportunities to gain the intellectual skills and the personal experiences that will provide them a richer adult life than had they not studied at RCC. This is an area in which the College could formalize what is already a rich part of its educational environment.

Finally, the GE Workgroup, a subcommittee of the Assessment Committee, having completed its review and recommendation for modifying the College's GE SLOs, is also reviewing the process by which the College approves courses to meet general education requirements. The Workgroup expects to make a recommendation to the Academic Senate in the 2013-14 academic year.

Actionable Improvement Plan

None

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

Descriptive Summary

Both Accreditation Standards and California Code of Regulations (Title 5 §55063(a)) require that students complete a focused academic program as a component of their degree. The requirement is expressed in Title 5 as follows: "At least 18 semester... units of study must be taken in a single discipline or related disciplines... or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University."

At the time of the 2007 visit, Riverside City College offered 60 associate degrees in Career and Technical Education fields while directing transfer students into four very broadly defined programs (in Social Sciences, Humanities and Arts, STEM fields, and IGETC/CSU Breadth). The College's degree programs for transferring students look very different in 2014. In the 2008-09 academic year, the College deleted the previous programs and adopted seven new areas of emphasis (the phrase derives from the Title 5 regulation cited above). These new programs were designed to combine increased intellectual focus and flexibility for students. Since then the College has added additional transfer programs in American Studies, Film Studies, and Music, and it has approved 8 ADTs as required by Senate Bill 1440 and is committed for a total of 17 by fall 2014.

As all California community colleges have done, RCC has been developing new associate degrees for transfer (ADTs) in order to comply with California Senate Bill 1440 and to

provide to RCC students the advantages associated with the degrees. The 2013-14 RCC catalog reflects Chancellor's Office approval for ADTs in Administration of Justice, Communications Studies, Early Childhood Education, English, Journalism, Sociology, and Theater Arts. In addition, although not currently in the catalog, programs in Art History, Music, Spanish, and Studio Art have already or will become available to students once the College receives approval from the Chancellor's Office. Several other disciplines are developing new degrees and work on additional ADTs will continue as curricular templates (Transfer Model Curricula) become available. (II.A.4)

Self Evaluation

The College has grown significantly in the variety of degree pathways available to students. These programs range from broadly defined areas of emphasis, such as Social and Behavioral Studies, that allow students to prepare for a variety of major programs at the upper division level, to major-specific programs mandated by SB 1440 that provide specific advantages to students even after they transfer.

As a result of these efforts, the College has become much more conscious of the benefits to students who have a range of clearly crafted academic pathways. (See data and discussion above about the Pathways Initiative.) All of the areas of emphasis provide flexibility to students in course selection, while some ADTs leave almost no leeway at all when IGETC/CSU Breadth and the 18 units of major preparation are combined, but in both cases the College has shifted from viewing students as consumers who sample courses following little discernible plan to students who will realize the potential benefits of higher education in much greater percentages if the College provides more clearly defined pathways for them to follow.

Actionable Improvement Plan

None

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

Descriptive Summary

All Career and Technical Education (CTE) programs have an Industry Advisory Committee, as required by [Board Policy AP 4102](#).³⁹ The Industry Advisory Committees include community members who represent a mix of educators, employers, equipment manufacturers, government officials, small business owners, suppliers, and unions.

Advisory committee members have firsthand knowledge of industry standards and expectations for technical competency, professionalism, and licensure that students will need to meet. One of their most important roles is to provide feedback to CTE faculty about the students they receive in the workplace as interns and employees. The CTE programs value this input and utilize it to make informed decisions about program structure and content.

As with other academic units, every Career and Technical Education program undertakes the CIPR process every four years and completes a new Unit Plan annually; the annual Unit Plan updates include an Advisory Committee meeting. Every CTE program has developed Program Learning Outcomes (PLOs). The PLOs are re-evaluated regularly to ensure students are attaining the core competencies in their programs and to improve programs.

Every course outline of record specifies the learning outcomes for the course and is reviewed for job related competencies in the curriculum approval process. Some CTE programs also have outside agency certifications that use standardized tests to measure student competency and preparation for specific job levels within the profession. Some of these programs include CISCO Networking, Cosmetology, Heating and Air Conditioning (HVAC), Nursing, and Welding.

Faculty are informed about job growth and labor market trends based on information provided by organizations — such as the Riverside County Workforce Investment Board, research reports from the Center for Excellence, and Perkins Core Indicator reports that provide student employment data. In addition, RCC provides CTE Employment Placement Services and provides assistance to students with resumé writing and interviewing skills. The Job Placement Specialist schedules regular visits to CTE classes each semester. The specialist surveys students to learn more about their employment goals and has been working to create an alumni database. Handouts tailored to specific CTE program fields are available to students online and workshops are conducted in collaboration with local businesses and partners create stronger collaboration between the College and industry which in turn has resulted in ongoing placement opportunities for the College's students. (II.A.5)

Self Evaluation

The CTE programs at Riverside City College assure that students acquire necessary knowledge and skills to meet employment standards and are prepared for any required licensures. Program faculty assure that students are well prepared through the curriculum process, advisory committees, systematic program reviews, data provided through the Office of Institutional Research, relevant exams, and ongoing assessment of student learning outcomes.

Analysis of performance on licensing exams is an essential component of the evaluation of CTE programs. The College's exceptional pass rates (see chart above) for Cosmetology and Nursing students attest to the quality of instruction in the vocational areas. During the 2011-12 academic year, students received 1,680 degrees and were awarded 1,213 certificates. Moreover, the College offers 74 CTE certificates and degrees.⁴⁰

With support from a Perkins grant, the RCCD Institutional Research department conducted [student surveys](#) in April and May 2012 and reported on employment rates and the satisfaction of graduates from CTE programs. Results of these [surveys](#) show that a majority of the respondents (54%) were employed full-time and that only 12% were seeking employment. More important, 59% of respondents indicated that they were employed in a job related to their degree.⁴¹ The survey was repeated in spring 2013, and a report on the results is expected by fall 2013.

Independent of the surveys completed by the District's Institutional Research Department, the College's nursing program has accumulated three recent years of comprehensive survey data of graduates, current students, alumni, employers of graduates, and faculty. The department changed to electronic surveys so the data are easier to store. The department has made changes to its program as a result of survey data in a number of areas. For example, the nursing faculty made changes to the electronic health record system, added a Transition to Practice program, and made a major change in separating specialty content and adding a [new course](#).⁴²

Actionable Improvement Plan

None

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

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption, in accordance with the rights of students as stipulated in the college catalog.

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

Descriptive Summary

Information regarding the College's [Matriculation Services](#)⁴³ can be found in the Riverside City College Catalog as well as on the College's website. Information about student services is also available at orientations, through the College's counseling services, and at community presentations. Both the Matriculation and Articulation officers are involved in the College's curriculum process. High school courses are articulated with the College's courses based on standards derived from state regulations. (II.A.6.a)

The College has articulation agreements with CSU and UC campuses through a process that begins with the course originator identifying the comparable courses at transfer institutions. This has been further enhanced through the development of the Transfer Model Curriculum that provides articulation of ADTs between the community college and CSUs. The College's Articulation office reviews Curriculum Committee minutes and both new and revised courses outlines ahead of time in order to evaluate their potential for articulation. The catalog provides the details that clearly identify the requirements for transfer, including the Intersegmental General Education Transfer Curriculum (IGETC) and the general education requirements for the California State University system. Courses approved for major articulation are posted to the ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) website. In addition, the CSU system has established agreements with the College whenever a course outline needs updating to comply with its standards. This is further enhanced through the Transfer Model Curriculum that ensures transferability of courses and degrees between the California Community Colleges and CSU. This facilitates uninterrupted maintenance of articulation agreements between the College and the CSU. (II.A.6.a)

To assist students who transfer to the College, transcript evaluation services are available through the Evaluation and Matriculation offices to determine the equivalency of transfer courses from both domestic and foreign schools. Evaluators and matriculation specialists use information from catalog descriptions and notations on transcripts to determine equivalency. When the courses do not demonstrate clear equivalency, the matriculation specialist sends the matriculation appeals to the faculty in the discipline to approve or disapprove the course equivalency. (II.A.6.a)

Students receive a syllabus in all RCC classes, and all syllabi are expected to indicate student learning outcomes. This is reinforced through the faculty evaluation process. The current RCCD Faculty contract requires the following: "At a minimum, the review committee's yearly report shall include written administrative and peer reviews from classroom visitations from each member of the committee, student surveys of all classes (or alternative instruments for non-teaching faculty), establishment of tentative professional growth goals, evidence of subject-matter proficiency and *review of faculty syllabi as a mandatory component* during the faculty evaluation process" (emphasis added). (II.A.6)

The District has an established procedure, [AP 4021](#),⁴⁴ addressing program discontinuance. The procedure stipulates that "budget considerations should not be the primary consideration." The last few years have severely tested the College's ability to maintain curricular offerings so that students in all existing College programs can continue to make progress toward program completion. While a small number of programs have been temporarily declared as inactive (six at present), the College has been faithful to its pledge to its students. Four of these programs enrolled students on a cohort basis in Automotive Technology programs from which the corporate sponsor withdrew. No new cohorts were offered, and thus no students were stranded midway through the program. Low enrolled Business Administration courses in Insurance and Real Estate were offered, but neither the courses nor the program have been formally discontinued, and the College anticipates offering the courses again as course offerings rebound. (II.A.6.b)

The College provides information to prospective and current students, the public, the staff, and the faculty using both printed and electronic materials. The District Office of Educational Services supervises the annual updating of the catalog and the review and preparation of the schedule of classes. The Curriculum Committee recommends changes to curriculum, curriculum procedures, and policies. The Board of Trustees approves all curricular changes before updates are printed in the catalog or posted online. The catalog serves as the College's contract with the students to describe regulations, requirements, and policies concerning academic programs. (II.A.6.c)

The schedule of classes includes clear and accurate explanations of the College's policies and procedures and contains class schedule information. Due both to cost savings and students' increasing preference for documentation in electronic form, the College has shifted from mass printing of the schedule and other documents. For all academic terms, the schedule of classes is available as a PDF online and via a web-based program called WebAdvisor. The PDF is a snapshot of the schedule, while the WebAdvisor version uses live data and is updated as students enroll in classes. Students must log into WebAdvisor in order to access the live schedule. (II.A.6.c)

The process of overseeing review and for updating of all policies and procedures, including procedures which affect students, is coordinated by the District's general counsel. The RCC District subscribes to the Board Policy and Administrative Procedure Service provided by the Community College League of California. Knowledgeable personnel review policies, procedures, and publications for currency. Policies that require Board of Trustees approval are moved forward for review and approval. (II.A.6.c)

The [Student Handbook](#)⁴⁵ is provided in electronic form to students during orientations; it is also available online. It offers detailed explanations of the College's educational terminology, clearly explains policies and procedures of the College that affect students, and includes information on certificate and degree programs and courses needed for transfer to four-year institutions. The Student Handbook is reviewed by College personnel and updated annually. (II.A.6.c)

The College publishes annually a Career and Technical Education (CTE) [Handbook](#)⁴⁶ describing in detail all the CTE certificates and degree programs. The handbook details the specific classes a student will need to complete a program and summarizes the costs for tuition, books, and materials. All of this information can also be found on the College website. (II.A.6.c)

RCC reviewed its website for ease of use in 2012. The Riverside City College Web Development Committee was formed to update the structure of the website and create a structure that will facilitate its updating by a wider range of responsible parties throughout the College. The new website was ready during the fall 2013 semester. (II.A.6.c)

The College provides many other publications, newsletters, and factsheets to keep students, faculty, staff, and the community informed. These include the following: RCCD Focus, ECS (Early Childhood Studies) Newsletter, Faculty Flyer, Financial Aid Newsletter, Career and Technical Education Handbook, and Workforce Preparation Factsheet. These publications

may be found within each of the respective departments or the College website. These documents are updated on a variety of timetables, depending on the document in question. (II.A.6.c)

Self Evaluation

Through the processes described above, the College ensures appropriate transfer of credit both into and out of the institution. SLOs are included in both course outlines of record and syllabi; SLOs are part of the course syllabus so that the students are not only aware of, but also understand, the expectations of the course. Both CSU and UC require the course outlines of record when the College seeks articulation of the course with those systems. Course outlines provide SLOs, course descriptions, and course content to facilitate CSU and UC evaluation of courses. When RCC receives requests to accept credit from other institutions, it reviews, when available, the official course outlines of record, the course description, and sometimes the course syllabus to make its assessment.

According to the Board Policy AP 4021, “Primary consideration in the decision to consider discontinuance should be given to the service the program provides to the College and the community; and... budget considerations should not be the primary consideration.” However, the recent budget crisis has forced the College to reduce course offerings, some of which impact the ability of students to complete specific programs.

The College provides a variety of publications to inform students, faculty, and the community about its mission, programs, services, and institutional policies and procedures. Information can be found on the College website as well as in the Admissions office. These documents are clear, accurate, and consistent.

The College strives to maintain the website and to keep information as current as possible. However, as information changes frequently, updates need to occur even more often. The webmaster continually monitors the site and provides updates on as timely a basis as possible. To improve ease of navigation and accessibility of documents, the website was redesigned in the 2012-13 academic year and was unveiled in fall 2013.

Actionable Improvement Plan

None

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

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

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

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

Descriptive Summary

On May 15, 2007, the Board of Trustees adopted additional language for Academic Freedom ([BP 4030](#)⁴⁷): “Academic Freedom, in its teaching aspect, is fundamental for the protection of the right of the teacher in teaching and of the student’s freedom in learning. Academic professionals need the freedom to explore ideas that may be strange or unpopular, endeavors proper to higher education; while also maintaining the responsibility of related subject matter to the classroom.”

BP 4030 also included the final paragraph from the American Association of University Professors’ (AAUP) 1940 Statement of Principles of Academic Freedom and Tenure. This was an amendment to the Board of Trustees’ endorsement of the AAUP’s “Academic Freedom Principles,” on June 17, 2003.

The College includes statements on academic freedom and professional responsibility in the Faculty Handbook and the Riverside City College Catalog, both of which are undated annually and published online. The language is primarily derived from the 1940 Statement of Principles of Academic Freedom and Tenure. (II.A.7.a)

[Board Policy 5500](#)⁴⁸ defines plagiarism and cheating, outlining expectations regarding academic honesty; [Administrative Procedure 5520](#)⁴⁹ explains the penalties for addressing cases of academic dishonesty. These policies are publicly accessible on the District webpage; they are also reprinted in the Student Handbook. The College Catalog and Course Schedule Information Pages section both provide definitions and expectations related to academic honesty and refer students to the Student Handbook for the procedure in cases of academic dishonesty. A previous policy on these issues is currently posted in the online Faculty Handbook. In order to track repeat offenders, the faculty report on [academic dishonesty](#) ultimately goes to the Vice President of Academic Affairs, whose office is the sole repository for all cases.⁵⁰ The actual possible consequences are outlined in the administrative policy as ranging from assignment grade reduction to expulsion. In spring 2012, the District Academic Standards committee created a form, approved by the Academic Senate, to facilitate greater use of the relevant Board policies and procedures on this issue. This form was presented at a FLEX workshop at Riverside City College in August 2012 and is available on the District website. Academic departments and individual faculty are also encouraged to include this information in their policies and syllabi. (II.A.7.b)

The College subscribes to services from TurnItIn.com, a widely used tool for assuring the integrity of student work. (II.A.7.b)

Riverside City College does not require nor seek to instill specific beliefs or world views beyond that of cultural diversity as appears in the mission statement and general academic standards, such as academic honesty. (II.A.7.c)

Self Evaluation

In the 2007 Self Study, the College identified the following concern:

“Though the importance of distinguishing between personal conviction and the accepted principles of academic disciplines is explicit in both the Faculty Handbook and the Faculty Senate’s ‘Code of Ethics,’ the distinction is only implicit in the faculty evaluation or ‘Improvement of Instruction’ process of peer review.” [Board Policy 4260](#)⁵¹ requires that all courses “will be taught in accordance with the course outline,” and this helps to ensure that faculty cover all required content in courses and present content fairly and objectively.

Riverside City College has properly addressed the issue of academic honesty through its wide publication of the policy and procedures related to issues of academic honesty and consequences for dishonesty. In fact, a form, created to facilitate more consistent use of these policies at the College and District level, will help the College better utilize its own policies and, as a result, involve more College members in the review of these publications. To that end, in the process of creating the form, the Academic Standards committee noticed some discrepancies in language in some of the various published summaries of the policy, and in the case of the online faculty handbook, the committee discovered the publication of a previous policy on these issues that has since been replaced (though in its relevant details the older policy still communicated largely the same information).

As a result of the work of the Academic Standards committee in spring 2012, any language that needs clarity in the Board policy and administrative procedure or in the various published summaries is undergoing revision now, and the student and faculty handbooks, along with the course schedules and catalog, if necessary, will be revised to reflect any changes, but also to ensure that each of those different publications are aligned in their presentation of issues of academic honesty. The online faculty handbook will also be revised to reflect the most current policy on these issues.

Actionable Improvement Plan

None

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

Descriptive Summary

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

Evidence

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- ¹ Review the [RCC Fall 2012 demographics](#).
 - ² Review placement statistics in the [2012 Fact Book](#), p.42.
 - ³ [RCC 2013-14 catalog](#).
 - ⁴ Review [Riverside City College's Institutional Assessment Plan](#).
 - ⁵ [See the ACCJC 2013 College Status Report](#).
 - ⁶ [See the ACCJC 2013 College Status Report](#).
 - ⁷ [See the ACCJC 2013 College Status Report](#).
 - ⁸ [See the ACCJC 2013 College Status Report](#).
 - ⁹ Review the results of the [2012 Graduation Survey for Riverside City College](#).
 - ¹⁰ Areas of Emphasis in the Riverside City College Catalog [2013-2014](#), pp. 37-41.
 - ¹¹ [Areas of Emphasis Project Timeline; Program Assessment scantron form](#).
 - ¹² [See the report from the Office of Institutional Effectiveness on the fall 2005 cohort's completion rates](#).
 - ¹³ See RCC strategic planning [data base](#) on the Accreditation website.
 - ¹⁴ See the California Community College Chancellor's Office [AA-T and AS-T Certification Form](#) submitted on January 31, 2013.
 - ¹⁵ Review the placement statistics for English and math in the [2012 Fact Book](#).
 - ¹⁶ Review the Curriculum Committee [process and charge](#).
 - ¹⁷ See District Curriculum Committee [process and charge](#).
 - ¹⁸ Review the College's Curriculum Handbook.
 - ¹⁹ [Institutional Assessment Plan](#).
 - ²⁰ Review the [CIPR Addendum](#) for spring 2013.
 - ²¹ See results of CTE [mapping exercise](#).
 - ²² Review the revised [GE student learning outcomes](#).
 - ²³ Review the [Open Campus website](#).
 - ²⁴ Review the [action plans](#) for the strategic planning goals.
 - ²⁵ Review the [strategic planning flow chart](#).
 - ²⁶ Review the [pivot table data base](#) provided by the Office of Institutional Research.
 - ²⁷ [CTE Handbook](#).
 - ²⁸ [RCC Institutional Assessment Plan](#).
 - ²⁹ Review the [March 2013 report to ACCJC](#) outlining the College's assessment status.
 - ³⁰ See p. 67 of the [2013-14 Riverside City College Catalog](#) for AA "areas of emphasis" degree.
 - ³¹ Review the [2013 Key Findings](#) for the College from the Community College Survey of Student Engagement.
 - ³² Review the [College's measurable goals](#) for 2013-14.
 - ³³ [Student Handbook](#).
 - ³⁴ [Faculty Handbook](#).
 - ³⁵ Review the program review data on online and hybrid courses for the College as a whole or for selected disciplines.
 - ³⁶ See the specific results of the [2012 Graduation Survey](#).
 - ³⁷ Review [2013 Key Findings](#) for Riverside City College on the Community College Survey of Student Engagement survey.

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- ³⁸ See item 11 of the [2012 Graduation Survey](#).
- ³⁹ [Board Policy AP 4102](#).
- ⁴⁰ Data from the [March 2013 Annual Report](#) to the Commission.
- ⁴¹ Review CTE Graduation [Survey Results for 2011](#) and [2012](#).
- ⁴² See [Criterion 6.2 of the Nursing Accreditation Self Evaluation](#) for details about the changes made to the nursing program as a result of student surveys.
- ⁴³ [Matriculation Services website](#).
- ⁴⁴ [Board Policy AP](#).
- ⁴⁵ [Student Handbook](#).
- ⁴⁶ [CTE Handbook](#).
- ⁴⁷ [Board Policy 4030](#).
- ⁴⁸ [Board Policy 5500](#).
- ⁴⁹ [Board Policy 5520](#).
- ⁵⁰ See faculty report template to report [academic dishonesty](#).
- ⁵¹ [Board Policy 4260](#).

Standard II.B: Student Support Services

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

Standard II.B.1

The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Riverside City College offers a quality comprehensive range of student services, which are designed to provide a clear pathway to college enrollment and support services that foster student success. Student services at RCC include the following:

- Admissions and Records
- Assessment Center
- Counseling
- Disabled Students Programs and Services (DSPS)
- Extended Opportunities Programs and Services (EOPS)
- Health Services
- International Students Programs and Services
- Matriculation
- Outreach/Welcome Center
- Student Financial Services
- Student Activities
- Student Support Services
- Transfer Center
- Upward Bound
- Veteran's Resource Center

The College provides other programs and services designed to meet the educational needs of a diverse population of learners, including CalWORKs, Puente, Ujima, Student Support Services TRiO grant, Upward Bound TRiO grant, Title V, Completion Counts two-year contract guarantee, Athletics, and the Welcome Center.

The College recruits, admits, and serves students with various levels of academic preparation, educational goals, and disabilities. Student Services supports students from

application through certificate completion, graduation, or transfer. According to the data presented in the [Student Equity Plan](#)¹ as well as the [RCCD 2012 Environmental Scan](#)², the RCC student population reflects proportionally the diverse makeup of the community.

To ensure that students receive quality services regardless of location, Student Services utilizes technology to deliver services. The matriculation process (admissions, counseling, orientation, assessment, and academic follow up services) uses technology extensively. The use of technology in matriculation services includes an online early alert system and an online orientation and advising system. State regulations mandate matriculation standards to assist students in developing and achieving appropriate educational goals. After applying for admission, students receive an e-mail that outlines the necessary steps to register for classes. Students are directed to take the assessment tests in English, mathematics, and reading; to complete the online student orientation; and to develop their one-semester educational plan. All first-time freshmen must complete assessment, orientation, and counseling before they register for classes.

Admissions and Records provides the following services: student application, registration, student fees, issuance of transcripts, subpoena processing, degree and certificate applications/process, graduation, veterans' services, student education records, faculty records, and records retention. Evaluators, located at the Riverside Community College District Office, support the College's student evaluations functions. RCC offers an online application. Computers are available in the lobby of the Admissions and Records (A and R) building, with A and R staff available on site to assist students with the application and registration process. The College also has a student Welcome Center, located adjacent to the A and R office and coordinated by Outreach staff. The Welcome Center assists students through the matriculation process and provides additional support for students who are seeking to enroll at the College. These services are also accessible to students online. Through RCC's WebAdvisor system, students can register, add and drop courses, order transcripts, change information, view grades, apply for graduation, and monitor degree progress.

Throughout the term, counselors assist students with academic, personal, and career planning. They also emphasize the development of a comprehensive student educational plan (SEP). Counselors have developed specific interventions to support the needs of instructional programs, including Athletics, STEM, Title V, CAP learning communities, Puente, student financial services, Ujima, Veterans' Resource Center, and Completion Counts. The Counseling Department also provides student follow-up services, which include probation and dismissal workshops. The services are available face-to-face and online. The Counseling Department utilizes technology to schedule student appointments, to remind students about these appointments, and to inform students about important deadlines and special programs for which they qualify. Students can schedule counseling appointments through the counseling website. Upon request, counselors conduct basic skills classroom presentations to inform students about the benefits of utilizing available services. The College conducts an early alert process to notify students, who show signs of early academic difficulties, of support services available to assist them. To assure the quality of services, the Counseling Department has an annual unit plan review, conducts monthly department meetings, and

reviews student counseling data. In addition, the Counseling Department delivers services through the Transfer Center. The Transfer Center with an emphasis on the preparation and transfer of under-represented, disabled, first-generation, and low-income students provides information on transfer requirements and major preparation, campus tours, transfer institutions' catalogs, Internet resources, college/university applications (including online access), transfer workshops, fall and spring transfer days/nights, transfer recognition ceremony, and visits from university admissions representatives.

The College and Student Services, dedicated to continuous quality improvement, administers to a sample of students the Community College Survey of Student Engagement (CCSSE) every two years. In part, the CCSSE measures student perceptions on various aspects of student support. As part of its planning, Student Services through the Student Access and Leadership Council reviews and discusses the results of the survey as it relates to student support. In addition, in 2010 and 2011, the College administered a locally-developed student satisfaction survey. Student Services staff discussed results at their spring 2011 retreat and used the findings to develop its student learning and service area outcomes for the 2011-12 academic year.

Student Services' programs and services undergo regular evaluation and improvement based on evidence gathered during RCC's unit plan review process. Student Services departments complete a comprehensive unit plan every other year and a unit plan update on the alternate year.³ The unit plan consists of the following information: vision and mission, value statement, summary of departmental activities, assessment of strengths and weaknesses, action plans of the department that are aligned with student services strategic planning goals, evaluation of student learning and service area outcomes, a narrative of how the outcomes have led to program improvement, five-year staffing needs, and finally, staffing, equipment, technology, facilities, and professional development requests. The Student Services Unit Plan Review Committee (SSUPRC) reviews Student Services' unit plans, monitors department's progress on the implementation of activities aligned with Student Services' goals, and tracks department implementation of student learning and service area outcomes. The monitoring done by the SSUPRC serves as a quality review process to ensure that the programs and services support and enhance student access and success. In addition, the SSUPRC ranks the resource requests from each department based on criteria that are aligned with the mission and goals of the College and student services.

Self Evaluation

Student Services, through its ongoing assessment and improvement, assures that student support services support student learning and enhance the achievement of the mission of the institution. In fact, the 2010 RCC [annual report card](#) showed the number of students who utilized student support services, particularly assessment, academic follow up, counseling, educational plan, and orientation, had increased significantly over a five-year period.⁴

In accordance with Title 5 California Code of Regulations and Board Policy, the College ensures student access with its open admission policy. As listed in the College catalog and

on the College website, RCC admits any applicant (subject to residency requirements) who meets one of the following requirements:

- Has a high school diploma;
- Has a General Education Diploma;
- Has a proficiency certificate; or
- Is at least 18 years old and shows evidence of being able to benefit from the instruction offered by the College.

The matriculation process — which includes admission, assessment, orientation, counseling and advisement, and student follow up — outlines a clear pathway from enrollment through educational goal attainment. [RCC's matriculation study](#) demonstrated a positive correlation between the development of a Student Educational Plan (SEP) and student retention and success.⁵ As a result, the Counseling Department developed a strategy to increase the number of SEPs completed from 2010-11 to 2011-12 by 5 percent. Data showed that the department not only met the 5 percent increase but also exceeded it as well.

In spring 2014, to provide better access to student services, the College implemented a student portal system. Through the portal, students have increased access to information they need to navigate their academic pathways. For instance, students will be able to complete an academic review to see what classes they need to take in order to complete their academic program and to view their educational plan online.

Student Services and Academic Affairs work seamlessly to identify and to develop strategies that foster student success. For example, once a month the vice presidents of Academic Affairs and Student Services host a joint meeting with the deans from both areas to discuss issues relating to student access and achievement. This collaboration resulted in the implementation of the admission application deadline, the revision to the order of registration, articulation of high school English and math courses to satisfy pre-collegial prerequisite requirements, the approval of California State University Early Assessment Program for placement in English and math, and the two-year completion guarantee contract. Results from surveys indicate that students are satisfied with the quality of services they receive. In the local student satisfaction survey, students were asked to rate their level of satisfaction with the following services: Career Center, Center for Communication Excellence, DSPPS, EOPS, Financial Aid, Library services, Math Learning Center, supplemental instruction, Transfer Center, Tutorial Services, Veterans' assistance, and the Writing and Reading Center. Using a scale ranging from a 4 (very satisfied) to a 1 (very dissatisfied), all but one of the services had a mean satisfaction score of 3 or higher. The one below 3 had a mean of 2.98. Students appear to be generally satisfied with all the services on the [survey](#).⁶ Results from the 2013 administration of the CCSSE further indicate that students are generally satisfied that the College provides important support services, cultivates positive relationships among groups on campus, and demonstrates commitment to their success. RCC had a higher percentage of students respond favorably in the CCSSE measure of Support for Learners in comparison to similar colleges participating in the survey. When employees were asked if Student Services contributes to student success, 88% were in

agreement, with only 5% disagreeing, and the remainder indicating the question did not apply to them.⁷

In the 2007 accreditation team evaluation report the team identified three areas of concern for student support services. These concerns were as follows:

- 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](#)).⁸

Since 2007, Student Services has modified its unit plan process that addresses the concerns outlined in the 2007 evaluation team report. All areas in student services have participated in an annual Unit Plan review process, which includes program evaluation, identification of strengths and weaknesses, projected staffing needs, Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs), and resource requests. In addition, the Unit Plan process identifies areas of improvements based on the assessment of the learning and services area outcomes. Departments align the activities of their departments with the goal and strategies outlined in the RCC strategic plan. Unit Plans are linked to resource allocations for the subsequent year. All of the departments in Student Services have identified, assessed, and made program improvements using student learning and service area outcomes. For example, Admissions and Records developed an SAO to ensure that “veterans receive their Student Educational Plans two weeks from the time their official transcripts are scanned into the system, so that they are aware of courses that meet their requirements and be certified for payment by the VA.” Through a series of collaborative meetings with Veterans’ certifying officials, counseling, and the evaluations staff, student services developed a new process that made the Veterans’ [SEPs](#) a priority in the evaluation processes, created a shared file, and dedicated more counselors to the Veterans’ SEP process. Because of this collaborative effort, the evaluators, counselors, and VA certifying officials were able to manage the 50% increase in [SEPs](#) for veterans in a timely manner.⁹

Actionable Improvement Plan

None

Standard II.B.2

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

II.B.2.a General Information

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

II.B.2.b Requirements

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

II.B.2.c Major policies affecting students

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

II.B.2.d Locations or Publications Where Other Policies may be Found.

Descriptive Summary

In accordance with Eligibility Requirement 20, Integrity in Communication with the Public, RCC provides a print or electronic catalog for its constituencies with precise, accurate, and current information.

The [Riverside City College Catalog](#)¹⁰ contains accurate information organized into clear sections for ease of use. The catalog is updated annually and is available online. The front material lists College contact information and names of governing Board members, followed by sections for general and student information, graduation and transfer requirements, degree and certificate curricular patterns, and college faculty and administrators. Curricular changes, effective prior to the next catalog, appear in an addendum. General information includes the mission and academic freedom statements, academic calendar, admissions, fees, transcripts, and refunds. The 2013-14 catalog includes a “Home College” section which clarifies that

students establish one of the District colleges as “home” when they apply. The Home College will be where the student will receive most student support services; however, students may enroll in courses at all three colleges. Student support services including financial aid and learning resources are included in the “Student Information” section.

The catalog details graduation requirements for the Associate Degree for Transfer, certificate patterns and concentrations, and course descriptions. Degrees and certificates offered by all three colleges are listed; however, only curricular patterns and course descriptions for Riverside City College are included. The catalog contains requirements based on California Education Code, Title 5 Regulations, and Board Policy, including academic honesty (5500), nondiscrimination (3410), grievance/complaint procedures (5522), and sexual harassment (3430).

The College reviews the catalog annually for accuracy and currency beginning in March of each year, and updates are provided by appropriate College departments and units. The Board of Trustees approves the new catalog in June. Each year, since initial college-specific catalogs were issued, the content continues to place greater emphasis on college-specific information by moving the District content to the back of the catalog.

Self Evaluation

The last District wide catalog was issued for academic year 2008-09. Riverside City College convened a team to identify and determine its specific programs and certificates to appear in the 2009-10 Riverside City College catalog. The District has issued college-specific catalogs each subsequent academic year. This accomplishes a planning agenda from 2007.

The District transitioned from print to online catalog access in an effort to reduce cost and resources. However, certain areas such as counseling, the curriculum committee, and the library receive a print copy, and CDs are still distributed to approximately 700 recipients. The College website ensures the most current, accurate information is available online via a web platform that is optimal for updating at the department level.

General catalog information, requirements, and major policies are also available online from the College and District websites at www.rcc.edu, and www.rccd.edu, and printed in the annual Student Handbook.

Currently, time sensitive information such as fee increases, deadlines, and announcements are posted to a website pop up splash page that appears each visit to the website. The College has designed a portal for students to access important information from one location.

Actionable Improvement Plan

None

Standard II.B. 3

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

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

Riverside City College assures equitable access to services for all of its students through traditional, innovative, and technologically advanced methods. These services, although centralized at the main RCC campus, are also available to students taking courses at the Culinary Arts and the Rubidoux Annex. Printed materials — including booklets, brochures, flyers, and bilingual information — are used to inform and educate prospective students. Student Services offices are open no later than 8:00 a.m. and close at various times ranging from 4:00 p.m. to 6:00 p.m. During busy periods of the semester, the College extends the hours as necessary to ensure students receive necessary services. The College utilizes technology to offer a variety of student services. Web pages, social network, online intake processes, and emails are now a common way for students to receive services. The student population can receive or send information from their smart phone, iPad, or computer. Face-to-face contact is still available and encouraged at RCC. However, most programs offer online/technical services in order to meet the needs of students. In addition, the Disabled Student Programs and Services (DSPS) office ensures that all eligible students have the opportunity to participate in all College programs and functions by providing reasonable accommodations.¹¹ [1213](#)

RCC strives to provide student support services for students who are unable to access the College in person or for students who may have an easier time accessing their services online. In addition to the traditional methods listed above, becoming an RCC student is also facilitated via RCC's website link called "Future Students." The online application process offers prospective students all the necessary information without making a visit to the counseling office. The entire matriculation process (assessment, orientation, educational planning/counseling or AOC) is accessible via the "[Future Students](#)" link.¹⁴ The online counseling component allows students enrolled in an online course to receive academic advisement. In addition, all students have access through Datatel/WebAdvisor to "Academic Review." This program allows students to designate a College-approved program objective and to receive a list of all courses the student still needs to take to complete the program. While the database can only reflect courses taken at RCC, it is a big step toward providing a degree audit system to all RCC students.¹⁵ Computers are available at multiple locations on campus for students to use.

The "Future Students" link provides the following services/information:

- Applying
- Financial Aid

- Assessment
- College I.D.
- E-Orientation
- Counseling/First Semester Education Plan
- E-mail account set up
- Enrollment fees payment
- Textbook purchase
- First Day of School Tips

All campus computer labs, library spaces, and the DSPS high tech center have adaptive technology software programs to ensure students have equal access to the information provided. When new adaptive technology becomes available, DSPS provides that adaptive technology to the Information Technology Department, where it is then distributed to campus computers via a secured network.

Students are regularly informed of upcoming deadlines, workshops, presentations, and other important college information via student e-mail, WebAdvisor, or newsletters sent out by student service offices. Technology allows students to access services and information regardless of location. The Counseling Department's e-Orientations and e-Appointment services (e-SARS web appointment services) can be also be accessed online. The e-Appointment service allows students to schedule a meeting online to see a counselor in person. This is particularly important for students taking a majority of their courses online or at night when Student Service offices are closed.

The following Student Services programs have established student services via technology:

Admission and Records	Web page, WebAdvisor, list serve, Facebook
Assessment	Online appointments
Counseling	Web site, e-schedule counseling appt. on-line
Disabled Students Programs and Services	Web page, list serve
Extended Opportunities	Web page, list serve, Facebook
Financial Aid	Web page, list serve
Outreach	Web page, list serve, Facebook, mobile application
Student Support Services	List serve, Facebook
Student Activities	Web page, list serve, Facebook, mobile application
Upward Bound	Web page, list serve, Facebook
Veterans' Resource Center	Web page, list serve, Facebook

RCC offers innovative student services geared towards increasing access. For example, after reviewing data on the number of college degrees earned by Riverside residents, the college-going rates of Riverside high school graduates, the knowledge of college pathways for high school students and their parents, and the college readiness of Riverside high school

graduates, and with the award of a Bill and Melinda Gates Foundation CLIP grant , RCC developed Completion Counts. A collaborative program, [Completion Counts](#) involves Riverside City College, the City of Riverside, Riverside Unified School District, Alvord Unified School District, and the Greater Riverside Chamber of Commerce. This partnership is committed to building a college-minded culture; to creating systemic change to improve college-readiness, enrollment, degrees, and certificates with value in the market place; and to improving employment outcomes for ages 16–26.¹⁶ During the summer of 2012, nearly 400 Completion Counts students were invited to attend RCC’s first annual “Welcome to Riverside City College Day.” The College repeated this “Welcome Day” in summer 2013.

Riverside City College hosted its first welcome day for all new freshmen, continuing students, and the community. The event offered workshops that showcased student services and instruction in addition to providing campus tours to all attendees. Over 680 new students attended this event. Students received information regarding academic requirements, student services, and a variety of other resources available to them while attending RCC.

RCC added a new Welcome Center in 2011-2012. The Center is available to help current students and prospective students through the college process:

- Completing college applications
- Providing headsets so that students can listen to the new student on-line orientation
- Helping students set up their RCC e-mail and WebAdvisor accounts
- Assisting with the financial aid process – FAFSA and follow-up documents
- Supporting students with the on-line one semester educational plan
- Campus Tours
- Presentations
- Outreach to the community
- Student Ambassadors who visit high school sites within the area
- Support with class scheduling
- Support with student employment
- Answering general questions

RCC also offers specialized access and success programs that are geared toward a specific population. The programs listed below require students to have matriculated and apply/qualify for services:

- Athletics
- CalWORKs
- CAP
- Completion Counts
- DSPS
- EOPS and CARE
- Financial Aid
- Honors Program
- Pathways to Excellence
- Puente

- Student Activities
- Student Support Services
- Title V
- Ujima
- Veterans Resources

EOPS, CARE, DSPS, Veterans' Resource Center, and the Student Support Program provide assistance to a disadvantaged student population and recruit via targeted outreach. Each program grant has specific requirements that students must meet before receiving services. In addition, RCC developed Student Engagement Centers for Ujima, Latino Students, Honors, STEM, and a Veterans Center.¹⁷

Self Evaluation

Riverside City College provides equitable support services in multiple modes for all students regardless of location. The College plans to improve in innovation and technology by investing in a College portal and website redesign. The [revised facilities master plan](#) adopted in the spring of 2012¹⁸ shows that student services are housed in ten different locations spread throughout the college. The multiple offices make it difficult for students, who sometimes must travel from office to office to access their services. This problem is especially true of students with mobility disabilities. However, RCC will improve accessibility by centralizing services via a new student services building that will be under construction soon. The goal of completion is fall 2015.

Student services offices have made a concerted effort to make their processes available to students at all College sites/locations. These efforts have resulted in the availability of online counseling, increased use of websites and e-mail to disseminate information, and the development of a web-portal for students.

Online counseling, available through Blackboard, allows students enrolled in online courses to access services. In fall 2010, counseling scheduled 197 appointments with a 42.6% show rate. In fall 2011, scheduled appointments increased to 252, and the show rate improved to 46.8%.¹⁹

Students at all campus sites/locations can access their financial aid information online at any time. This includes access to required documentation, FAFSA updates, and students' financial award information. Students can access this information through WebAdvisor. Students can also e-mail financial aid advisors. Questions are typically answered within 24-48 hours. Because this service is available online, students now have immediate access to their financial aid information.

While in-person tutoring is offered on the RCC home campus, college wide online tutoring is not available. Different tutoring programs have been explored to offer this service in the future. For example, one of the required services for the TRiO Student Support Services program (SSS) is either to provide tutoring or to refer students to tutoring. In order to meet this need, SSS used program funds to purchase access to online tutoring for students enrolled

in the program. This service provided accessibility to online tutoring for approximately 140 students enrolled in SSS. The staff assessed the effectiveness of this program in the spring of 2013. The group of students who experienced the greatest academic benefit participated in face-to-face tutoring options on campus. Those students had a 4% percent increase to their grade point average in one year's time. While students who participated in the online tutoring option had a 6% decrease to their GPA, they still fared much better than students who did not participate in any tutoring. In fact, twice as many students participated in online tutoring compared to the campus offerings. The convenience and accessibility of online tutoring allowed for greater participation and buffered the academic downtrend in GPA seen in students who were not referred to tutorial services at 14% and those who were referred but didn't participate at 16%. However, students who took advantage of both on-campus and online tutoring options experienced the greatest decrease to their GPA. One possibility for the large decrease to their GPAs is that these particular students took more challenging coursework. Overall these students still outperformed all other groups with an average GPA of 2.842. The data are limited because of the small number of participants within SSS and within the subcategories; however, it does provide an interesting snapshot of the differences in outcomes based on services received, as well as the preferred method for tutorial delivery by students. Overall 17% (23 students, both Online and Multiple Tutorial students) of active SSS students utilized online tutoring as opposed to 11% (15 students, both Campus Offerings and Multiple Tutorial students) who utilized on-campus tutorial services.

At least 357 two-year contract students enrolled in fall 2012, and 345 students have enrolled for the fall 2013 term. While generally attempting more units than other first-time college students from Alford Unified School District (AUSD) and Riverside Unified School District (RUSD), [Completion Counts](#) students performed on success measures significantly better than other AUSD and RUSD first-time college students.²⁰ The open house event called "Welcome to Riverside City College" yielded over 600 new freshmen in 2012 and over 1000 new freshmen in 2013. This annual event allows all new and continuing students an opportunity to consider programs and activities and to meet faculty and staff.

The success of Completion Counts along with the College's focus on clarifying degree pathways for students has led to additional efforts within the College to foster student retention, success, and completion. For example, the mathematics and English disciplines are coordinating efforts to pilot a pathway for students needing remediation so that these students can complete the necessary courses to be ready for college-level work in one year. Student Services is working with these pathway efforts to foster students' success within this framework. As part of the pathway efforts, Student Services will continue to expand its infrastructure to support student efforts to progress through the institution. For example, the College's degree audit (Academic Review) offers students a useful tool to see what requirements are needed for them to complete a program, but at this point this tool is only available for classes that were completed at RCC. Given the number of the students that enter the College with coursework from other colleges, it is important that the College expand the capacity of the present system to include coursework from its top 25 transfer institutions.

Actionable Improvement Plan

Develop a user friendly comprehensive degree audit system that includes the evaluation of courses from the most common transfer institutions.

Share student data from the admissions application to allow department chairs and deans of instruction the ability to identify students who selected an AST or AAT in their particular disciplines.

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

Descriptive Summary

The College supports and encourages students to participate in activities that lead to civic and personal responsibility. For example, student activities programs prepare students to be active and productive members of their communities. Student activities and athletics provide an opportunity for students to become involved in co-curricular learning experiences. More than 50 student clubs and organizations along with 17 athletic teams offer students opportunities to be involved on campus and the greater Riverside community. Students participate in programs, events, competitions, and charitable community activities/service, which include the Youth Education Motivation Program (YEMP), Hispanas Organized for Political Equity (HOPE), Homecoming, Halloween Town, Cesar Chavez celebration, holiday events, and various multicultural activities.

Involvement in co-curricular activities provides students with social interactions and a “sense of belonging” that builds engagement and maintains a connection to peers and the College. Noted educational researchers, such as Astin²¹ and Tinto,²² have linked student level of social integration at an institution to better course retention and completion. The student experience through these activities fosters intellectual, ethical, and personal development while promoting individual and civic responsibility and a greater awareness and sensitivity to diversity. Since 2008, the College has administered a General Education Student Learning Outcomes survey to assess the degree to which RCC is contributing to students’ development in these areas.

Student leadership is developed through individual clubs, athletic teams, organizations and student government. These opportunities are available in the following areas:

- Associated Students Executive Board
- Inter Club Council
- Student Senate
- Athletic Programs
- Board of Commissioners
- Multicultural Advisory Council

- Student Supreme Court
- Friends of Forensics
- Viewpoints
- Model United Nations (MUN)
- Performing Arts
- Marching Tigers

The Office of Student Activities creates and publicizes a [calendar](#) of major events and encourages student participation.²³ Other activities include performing arts, athletics, student government, clubs, shared governance, and cultural events. Student Activities coordinates and sponsors events that benefit the community at large, including blood drives and fundraisers to help meet the needs of disaster victims. The [athletic teams](#)²⁴ reach out to the community by doing a variety of community service, such as mentoring students at the local elementary and middle schools, organizing clothing and food drives, and offering programs for disadvantaged children. These activities provide students with opportunities to put academic theories into practice through experiential learning, and they foster civic engagement/responsibility through service to the community. Students learn to build strong academic skills, strengthen learning styles, improve workplace skills, and enhance personal development. RCC has demonstrated a commitment to include the student voice on Strategic Planning councils and on College committees.²⁵

Self Evaluation

Students involved in student government/student life activities are personally enriched through self-improvement of their professional conduct, leadership, and time management skills. The experiences and workshops presented to students enrich their academic experience, career, and personal lives. Joining student organizations and clubs, participating in extracurricular activities and creating opportunities for greater student-to-faculty interaction outside of the classroom, can enhance student success. Through their participation on College shared governance committees, students are integrated into the College and its decision making process. Data from the 2013 CCSSE survey indicate that 56.9% of the students at RCC compared to 51.7% of students from the comparison college cohort responded “quite a bit” or “very much” to the question that they are encouraged to interact with other students from different economic, social, racial, or ethnic backgrounds. In addition, CCSSE data reveal that 40.3% of RCC students in comparison to 35.3% from the cohort colleges responded “quite a bit” or “very much” to the question that the College provides the support students need to thrive socially.

Student activity events are evaluated by a variety of methods, including written evaluations sent out and collected after an event and review of events in the Inter-Club Council, Student Senate, Board of Commissioners, Multicultural Advisory Council, Student Senate, Student Supreme Court, and Executive Cabinet meetings. For example, in 2012, 48 students participated in a summer leadership program. The student participants were given a survey at the end of the training. Each workshop was ranked on a scale of 1-5 (5 being excellent); the overall score was 3.76. The highest ranked workshop was Conflict Resolution (4.52),

and the least favorable was Leadership Pyramid (2.82). The more popular workshops are usually repeated at the next training and lower scoring workshops are replaced.

RCC provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Data from the [2012 General Education Student Learning Outcomes survey](#) administered to graduating students indicated that 92.7% of those responding found that they experienced moderate to significant gains in “setting goals and devising strategies for personal and professional development and well being” from the college experience. Also, 91.8% of the students indicated moderate to significant gains in “Demonstrating appreciation for civic responsibility and ethical behavior” as a result of their RCC experience.²⁶

Each academic year, approximately 450 students successfully complete the ASRCC Student Services hour logs, which include online reporting, and students contribute over 40,000 hours of service to the College, clubs and community. In fact, in [spring 2013](#), RCC students amassed 23,503 hours of College and student service.²⁷ RCC recognizes the value of an environment that develops all aspects of students and the importance of [activities to student education](#).²⁸ Some clubs such as the Science, Technology, Engineering, and Mathematics (STEM) Club and Sustainability Club have developed through the College’s curriculum. Through its [budget](#), based upon ASRCC membership fees and other revenue, the student government provides funds to support programs and services across campus, such as Athletics, book rental program, campus publicity services, clubs and the Inter Club Council, performing arts productions, entertainment, guest speakers, conferences, seminars, and emergency student loans.²⁹

Actionable Improvement Plan

None

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

Descriptive Summary

As part of Riverside Community College District, Riverside City College maintains a full, self-contained counseling and student support program. Counseling participates in the District wide comprehensive program review and annual campus Student Services and Instructional Unit Plan Reviews, the primary means by which Riverside City College Counseling Department designs, maintains, and evaluates its programs’ effectiveness in supporting student development and success. Counselors and educational advisors actively engage in the unit plan review process. Through self-analysis, dialogue, research, evaluation, and planning, new strategies are incorporated into the department’s action plan, including Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs).³⁰

The Counseling Department organizes and holds regular monthly meetings for all counselors (including those outside of general counseling) to review concerns, practices, policies, and

procedures. Sharing of critical curricular information, transfer requirements, and other articulation updates are on the agenda. Guest speakers and presenters from other departments attend these meetings in order to provide information to counselors. In addition, educational advisors and counter staff participate in regular meetings to maintain effective counseling procedures and policies.

All counselors and staff in the Counseling Department offices are carefully recruited and selected and meet all the necessary minimum requirements for their positions. They are regularly evaluated through peer, administrative, and student evaluations. Once highly qualified personnel are hired and trained, Riverside City College provides ample opportunities for the counseling faculty and staff to improve and upgrade their skills and knowledge. Such opportunities include the following:

- Riverside City College Department Counseling Meetings³¹
- [RCCD Counseling Discipline Meetings](#)³²
- Attendance at UC and CSU local and regional academic [counseling conferences](#)³³
- College-sponsored staff development [workshops and trainings](#)^{34 35}
- [RCCD counseling discipline](#) trainings for counselors³⁶
- Ongoing Counseling Staff meetings³⁷

The mission of the Counseling Department at Riverside City College is to foster and promote the intellectual, emotional, social, and cultural development of students by offering a wide range of counseling, career, consultation, training, and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and be successful. The department supports the academic goals of the College through consultation and collaboration with faculty, staff, and campus organizations. It seeks to foster intercultural competence and promote awareness and empathy within a multicultural environment.³⁸

The Riverside City College Counseling Mission aligns directly with the College's mission. The counseling department provides comprehensive counseling services which empower and support the diverse community of learners at RCC. The counseling services provided enable students to take full advantage of their college experience while maintaining success. Online counseling services are available to meet the needs of RCC's distance education student population. All programs and services throughout the counseling department are designed to help students achieve their goals.

To accomplish the mission of providing the necessary support to students, the counseling department operates under a set of core functions through individual and group interactions including instruction. These functions (academic counseling, career counseling, personal and psychological counseling, crisis intervention, outreach, participation and advocacy, program review and research, and training and professional development) are outlined in the [Standards of Practice for California Community College Counseling Programs](#) adopted in 1997; revised and adopted fall 2008 by the State Academic Senate. They are also derived from "The California Education Code" and materials from the American Counseling Association.³⁹

These functions assist students in planning, selecting, and achieving educational and career goals. Students are offered a variety of services to help them address their personal, psychological, social, academic, and career needs. By providing support and guidance, students are empowered to be successful at completing their educational and career goals. Counselors and advisors refer students to appropriate student support centers. The counseling services (face-to-face and online) are usually delivered in the form of individual and group counseling sessions. Additionally, counseling faculty teach a number of courses designed to introduce students to college life, the transfer process, career exploration, and college success strategies. Counselors, educational advisors, and transfer center staff conduct various workshops throughout the year, covering topics from undecided majors to understanding the transfer process. Recently, workshops were developed and offered to inform students about the new Associate of Art for Transfer Degrees (AA-T) and Associate of Associate of Science Transfer Degrees (AS-T). Workshops offered through counseling are designed to meet student needs as well as to seize the opportunity to disseminate pertinent information to students.

Student Educational Plans (SEPs) are required for students enrolled in certain programs, including Financial Aid, EOPS, Athletics, DSPS, Workforce Prep, Student Support Services (SSS), Veterans Affairs, Completion Counts, Pathways to Excellence, and Puente. However, all students are encouraged to develop a full two-year educational plan within their first year at RCC. Students develop their SEPs through face-to-face counseling appointments, and online counseling appointments are available for students who are enrolled in online classes. All first-time college students, based on their assessment results, develop a one-semester educational plan as a part of the Assessment, Orientation, and Counseling (AOC) requirement. Students are then advised to make an appointment for further counseling to develop a full educational plan during their first semester. An automated educational planning tool, degree audit, is available through WebAdvisor to all students.

Counseling is provided by faculty counselors while advising functions are provided by paraprofessional educational advisors (classified employees). Counseling and advising are also provided for all students through the counseling department and for special student populations through their respective programs. Other programs providing counseling and advising services include EOPS, Workforce Prep, DSPS, Financial Aid, CAP/Basic Skills, Completions Counts, Pathways to Excellence, and Puente. In addition, the counseling department has begun to develop a training program designed for instructional faculty to prepare them to serve as “faculty advisors” for students enrolled in the ADTs.

Self Evaluation

Counseling faculty and staff provide services to traditional, nontraditional, and special populations of students through a variety of modes of delivery. It is a priority of counseling to be available and accessible to students; to help students become successful; and to increase the number of students seen for academic advising. Increased visibility of counseling faculty has been a priority for the past few years, and this presence is evident by counselors serving in information booths, participating in various committees, and providing classroom presentations and orientations. Counseling faculty participation on key College wide committees such as the Academic Senate, Academic Standards, Academic Planning Council,

and Curriculum Committee has had an impact on counseling visibility. There has been a steady increase in student use of personal/psychological counseling. During the 2009-2010 fiscal year, 344 students accessed psychological services. In 2010-2011, 434 students used the services, and in 2011-2012, 606 students received psychological personal counseling through Health Services. All students at Riverside City College have the opportunity to take advantage of counseling services. Over the past couple of years, counseling has had to cut operation hours and services during the fall/spring and winter/summer terms. However, data show an increase in total students served in counseling at RCC with a decline due to online orientation and one-semester educational planning that were not captured in the SARS (Scheduling and Reporting Software) data:

- 07-08, 24,443 students were served;
- 08-09, 28,264 students were served;
- 09-10, 25,682 students were served;
- 10-11, 25,692 students were served (AOC 7,028 and Walk-In 3,257 included with SARS Count);
- 11-12, 25,741 students were served (ESARS 15,777, AOC 7393 and Walk-In 2,571 included with total Count); and
- 12-13, 24,655 students were served (ESARS 14,426, AOC 7664 and Walk-In 2,565 - included with total Count)⁴⁰

Counseling services are highly correlated to student success as indicated by statewide matriculation data and a mirrored study at RCC, which shows that students completing a full two-year Student Educational Plan (SEP) have a significantly higher probability of academic success than those who do not have a plan.⁴¹ Counselors have worked with Honors, Athletics, Music, Ujima, CAP/Basic Skills, DSPS, EOPS, Financial Aid, Puente, Completion Counts, and other groups to advertise the importance of students making an appointment in counseling to develop an SEP. In addition, letters were sent out through matriculation to all students who have more than 15 units completed with no SEP to make an appointment with a counselor. Data indicate positive results. The number of SEPs completed ranged from 3,518 (06-07) to 4,107 (07-08) to 5,319 (08-09) and 4876 (09-10), 4,250 (10 -11), and 4,964 (11-12). That is an increase of 41% from 2006-2007 to 2011-2012.

Anticipating the impact that SB 1440 will have on students and faculty, two counselors attended the statewide training during fall 2012 and later trained various groups at RCC. As a result of that training, counseling faculty developed a draft template for transfer model curriculum (TMC) degrees at RCC. As of spring 2013, RCC has eight approved ADTs with nine awaiting approval. Counselors have received training and offered various workshops through the transfer center to inform students. As the number of ADTs increases and as the number of students selecting these degree options increase, the role of discipline faculty as academic advisors to students is expected to evolve, and the counselor will need to train the faculty advisors. Moreover, the counseling faculty need to examine emerging computer programs that could potentially increase access for students to counseling services.

Through the annual unit plan review process, counseling continually assess how well services are being provided to students. As a part of this review, additional initiatives

continue to be developed as needs are identified. Counseling has developed the following action items with effective results:

- In order to assess students' interaction with the front counter staff, a student satisfaction survey was distributed during fall 2011 to all students who had a counseling appointment. The majority of students were satisfied with service in the counseling department, but 18.6% of students did not feel they were greeted and checked in within five minutes of their arrival to counseling. Of the students surveyed, most were content with the ease of scheduling their appointment. They also felt the counter staff was friendly and approachable. Students were satisfied with the service in counseling. The SAO was met with more than 80% of the students surveyed satisfied with services.
- Counseling faculty are continuously seeking strategies and programs to provide more access to students, such as the development of online probation, online dismissal workshops, online counseling, streamlined student overload process, online AOC services, and the revamped dismissal process to utilize technology to increase efficiency. In addition, RCC has increased counseling services and more efficient procedures for Veterans (e.g., shared drive for more expedient counseling services, Veterans' Center).
- To evaluate student success of the dismissal student population after an intervention meeting with a counselor, counseling collected [data](#) which indicated that, after students met with a counselor to develop their readmit contract, the students increased their GPA and course completion the following term.⁴² Counseling will assess this program again to determine if the success is maintained.
- Because of the low show rate for online counseling appointments compared to face-to-face counseling appointments, counseling put strategies in place to increase the show rate for online counseling appointments. According to SARS data, the online counseling show rate improved from 42.6% (fall 2010 - 9/13-10 – 12/17/10) to 46.8% (fall 2011 9/13/11 – 12/17/11). The show rate for fall 2012 was 55%, which is a 9% increase from the previous term. The strategies included improved timeline and turn-around time from request to scheduled appointment, phone contact to verify appointment, and more counselors trained to provide service. Counseling will continue to use these strategies for online counseling appointments.
- Over the past couple of years, counseling has implemented an updated Assessment, Orientation, Counseling (AOC) process that relies on help from educational advisors. In addition, counseling has developed a new process for dismissal students with an increased reliance on effective use of technology to serve students. Counseling continues to refine services with an increased dependence on technology as an effective tool to deliver a variety of online services. A subcommittee was developed to evaluate RCC's AOC process. As a result, an application deadline was implemented in fall 2011. In addition, English and math have approved using California State University EAP test results for a pilot to place students into college level math and English.
- In conjunction with student services strategic planning and in response to the Student Success Act (SB 1456), counseling advocated giving priority registration to first-time freshman as a result of a study conducted through RCC, which demonstrated the need

of freshman students being able to enroll in English and math their first term in order to be more successful in those classes. In fall 2012, to give greater access to first-time freshmen, the College developed a two-year contract that gave priority registration to a group of first-time freshman who met the eligibility requirements for the Completion Counts program.

- A number of academic departments have requested additional support services for their specific populations, such as veterans, athletics, and other special population groups. In fall 2012, the College hired an educational advisor to work directly with athletics in conjunction with counseling to provide that additional support. The veteran's process has been streamlined, and in spring 2013, counseling developed a study to evaluate effectiveness of services for veterans. The results of that study should be completed in 2013-14.
- The Counseling Department implemented various strategies to increase the number of SEPs developed. [SARS data](#) indicated 4,964 SEPs were completed during 2011-12, which exceeds the 5% target increase from 2010-11 (4,250) to more than a 15% increase from the previous year.⁴³ In 2012-13, the number remained consistent at 4,921.

Counselors participate in a variety of professional development activities both on campus and off-site. Monthly meetings provide opportunities for training. Counseling developed an action plan item during its 2011 unit plan review to develop a yearly professional development plan based upon a needs assessment. A group of counselors are currently working on this item to ensure ongoing professional development opportunities are delivered for faculty and staff based on the needs of the department.

As a result of 2007 accreditation planning agendas, counseling now has ongoing discipline meetings held each full term. All counselors throughout the District and across all programs are encouraged to attend. The discipline also takes advantage of FLEX day opportunities to meet as a discipline. In addition, counseling support services have been incorporated into high need departments, such as veterans and athletics. In fall 2012, an educational advisor began working part-time with athletics. In addition, two counselors began working in developing veterans' SEPs, even though all counselors provide services to veterans. Both of these departments would benefit from a full-time assigned counselor. Counseling has indicated this need for the past few years in its annual unit plan review. Counseling services have also been expanded into other programs: EOPS, Workforce Prep, DSPPS, Financial Aid, CAP/Basic Skills, Completion Counts, Pathways to Excellence, Puente, Student Support Services, and Ujima. In addition, counseling and student services are offered online to meet the needs of RCC's distance education student population and to meet the needs of students attending Rubidoux.

To meet the newly mandated student success legislation (SB 1456), counseling is identifying the key services that must be provided to students during winter/summer when full-time counselors only have 10 extra contractual work days to cover both intersessions. In addition, technology offers a viable means to provide services when appropriate. The plans for a new student services building, expected to be completed by 2015, have been approved; this building will consolidate counseling services.⁴⁴ Also, the College needs to hire more counseling faculty to reduce the student-to-counselor ratio. During the 1981-82 academic

year, 11 full-time counselors served an enrollment of 11,000 students. During fall 2012, only 10 counselors (one of these counselors was on a one-year temporary position) served 16,740 students. In fall 2013, the counseling department had 9 counselors. Current counselor-to-student ratio going into fall 2013 will be 1:2073 with 8.2 counselors for an expected 17,000 students. As discussed in Standard III A.2, the minimum standard for the counselor to student ratio should not exceed 1:900. (Of the nine counselors, a .5000 FTE is assigned to transfer, and .3000 FTE serves as Department Chair = 8.2 counselors.)

The College is confident in its current path in designing, maintaining, and evaluating counseling and/or academic advising programs to support student development and success and to prepare faculty and other personnel responsible for the advising function. As the current planning endeavors are working, there is no need for new planning efforts but rather to continue on the path of assessing, evaluating, and refining practices to improve student success. Riverside City College counseling department is committed to ongoing, continuous assessment and will continue to review, refine, develop, and assess programs and activities that will have a direct impact on student development and success. To facilitate the College's Pathways Initiative, which includes use of faculty advisors, the Counseling Department plans to train a number of faculty advisors to help students who have identified a particular Associate Degree for Transfer (ADT). Counseling has begun assessing the role the faculty advisors will have and what training the faculty advisors will need to assist students in their specific ADT.

Actionable Improvement Plan

Implement an online student educational planning tool.

Define the role of faculty advisors, and identify the specific training these advisors will need to assist students in the ADT.

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

Descriptive Summary

College representation and participation are the keys to creating an institution that fosters respect for all members of the College community as equals. Riverside City College has a variety of diversity programs, committees, and events that develop diversity-driven projects.

RCC provides a variety of services and resources to a diverse population. Ethnically, RCC's two largest student ethnic populations, white and Hispanic students, are slightly underrepresented relative to the service area. However, RCC's trend of the Hispanic population proportions increasing as the White population decreases reflects the changes in the service area. While African American students make up only 10% of the service area, these students make up 11% of the RCC population. Asian/Pacific Islander and Native American students are represented in proportions roughly equal to their service area counterparts. The proportion of "Other/Unknown" is higher for RCC than for the service

area, but it is most likely due to the data collection, which has fewer inclusive ethnic categories than the United States census.⁴⁵

Learning communities — such as Puente, Ujima, and CAP — provide students’ classroom curricula and activities that serve to increase social and cultural awareness. These programs are designed to increase the number of educationally underserved students who enroll in four-year colleges and universities. The Puente English classes incorporate Chicano and Latino literature each semester, and the personal development courses incorporate Latino culture and experience. Roots to Routes, another CAP and Ujima collaborative effort Learning Community, is a creative environment where students are part of a peer network to connect their African American cultural roots and the routes to their academic and personal success.

The Ujima Project, a student success and leadership program with an emphasis on faculty mentoring through intentional and deliberate interaction and through peer interaction and support, has evolved from a program with one faculty for a selected group of African American students in 2003. In 2012, the program includes two primary faculty mentors (one of whom is the program coordinator), a student leadership/activity club, a dedicated facility for activities, and annual “hallmark activities.” The coordinator performs most of the programmatic work, with significant assistance from a faculty co-coordinator. The Ujima Project, which in Swahili means “collective work and responsibility,” attempts to meet its mission through its program components. Some of the more traditional activities include the following:

- End of year celebration honoring graduating members.
- Spring Initiation Luncheon.
- Field trips and college visits.
- End of semester holiday gift exchange.
- Volunteer at NAACP annual awards dinner.

The Puente Project is an academic and community leadership program designed to help students transfer to four-year colleges and universities. The project meets this goal through a two-semester English composition class emphasizing Latino literature; counseling; and mentoring by professional community members. Students remain with the same instructor, counselor, and mentor for the full year. Puente is open to all students. Puente has the following goals:

- To develop reading and writing skills through learning community;
- To learn strategies for success in college and in life;
- To take field trips to universities;
- To create a successful transfer plan;
- To foster positive and affirming peer relationships; and
- To participate in culturally-enriching activities⁴⁶

Riverside City College has established a Diversity Committee that includes students, classified staff, and faculty. The Diversity Committee equips the College community with

the language and tools to implement the College's commitment to diversity and inclusion. By acknowledging and understanding the impact of history and social interactions, the committee develops conscious [practices](#) to create an institutional climate that fosters respect for all members of the College.⁴⁷

The [Diversity Committee](#) adopted "Respect" as one of its core values. Based on that value, the College created the "Respect" Campaign that faculty, staff, and students have embraced and approved via formal faculty, staff, and student committees.⁴⁸ In addition, during fall 2012, the Diversity Committee conducted a diversity climate survey sent to all faculty, staff, and students. The in-depth survey probed attitudes, experiences, and interests towards diversity. The results of this survey will serve as a planning tool for diversity activities, policies and campaigns.

The College has hosted the following diversity events:

- Cornell West Visit
- Deaf Awareness Week-Conversational Sign Language Workshop
- Education Ends Oppression Week (art display, panel discussion, Allies training)
- Equity Monitor Workshops
- Understanding And Engaging Under-Resource College Students
- International Anti homophobia and Anti transphobia
- Allies-A safe zone project for lesbian, gender, bisexual, and transgender⁴⁹:
- Allies Training
- Visit by Jonathon Mooney ,author of "The Short Bus"-Disability related event
- Freedom of Speech Open Forum
- Cesar Chavez Weeklong Celebration -(faculty panel, student skits, UFW President visit)
- 10 Indicators of Respect Campaign
- Courage to Remember the Holocaust Exhibit Week Long Event- (Faculty lead workshops, UCR Guest Speaker hosted by RCC student government, Talk by Ms. Clara Knopfler (octogenarian Holocaust survivor), collaborative effort with the student Hillel Club)⁵⁰
- Diversity Climate Survey
- "On These Shoulders We Stand"-Collaborative event with Lesbian Gay Bisexual Transgender Club (LGBT) film screening
- "Not Just Ramps"-theatrical production on disabled students
- Veteran's Administration presentation on Post Traumatic Stress Disorder
- Black History Month (Symposium on Hip Hop, Film festival, History of Gullah, Organize and host a reenactment of the Underground Railroad – performance art)⁵¹:
- Respect Campaign FLEX Workshop
- Cesar Chavez Presentation by RCC Professor
- Cesar Chavez Day Celebration
- Cesar Chavez Evening Reception with Keynote Speaker Ignacio Gomez, Cesar Chavez Monument Sculptor
- Workshop on the Demographics: Latino-ism
- 2 Diversity Movie Nights

- 1 Day Conference by Mark Gonzalez on Communication, Healing and Respect
- Diversity Appreciation Banquet with Keynote Father Boyle from Homeboy Industries⁵²

The presence of international students on campus also adds to the richness of diversity at the College. In fall 2011, RCC had 253 visa students, and in spring 2012, RCC had 297 visa students. In fall 2012, RCC had 281 visa students, and in spring 2013, RCC had 318 visa students. The College attracts students from over 40 different countries with many participating in student activities while attending RCC classes. The International Club, which includes both local and International Students, promotes appreciation, understanding, and inclusion of students from diverse cultural, ethnic and national backgrounds to enrich the global perspectives of everyone at the colleges.⁵³

The Student Activities office assists students in establishing student government (ASRCC), clubs, and in recruiting faculty club advisors. The student activities coordinators host a number of diversity-related activities via student government, clubs and/or organizations. The Multicultural Advisory Council (MCAC), a part of the ASRCC executive branch, has a specific focus on diversity. The Council reflects a microcosm of RCC students working together to encourage communication, educational awareness, and cultural programming that represents both the College and the surrounding community. The Council co-sponsors activities, assists in promotions, and plans social and educational events to unite all clubs and people. Through these activities, the Multicultural Advisory Council fosters an appreciation for cultural differences.⁵⁴

In addition, the Student Activities office has hosted the following diversity [events](#):⁵⁵

2011-2012

- Black History Month, sponsored by MCAC and Ujima
- Safe Space for LGBT, sponsored by LGBT club and RCC Diversity Committee
- Mental Health Awareness, sponsored by Active Minds Club
- Supporting Students with Behavioral Challenges, sponsored by Active Minds Club
- Juan Felipe Herrera Poet Laureate, sponsored by Creative Writing Club
- Pride Day, sponsored by Gender and Sexualities Awareness (GSA) Club
- Cesar Chavez Celebration, sponsored by Students Alliance For Education (SAFE) Club

Fall 2012

- End the Silence on Mental Health, sponsored by Active Minds Club
- Play on Giving Birth, sponsored by Feminists Unite Club
- Deferred Action Workshop, sponsored by SAFE club
- Mental Health Awareness Week, sponsored by Active Minds Club
- Q and A Discussion on Homophobia, sponsored by Gender and Sexuality Awareness Club
- “On These Shoulders We Stand” film screening on LGBT Community, sponsored by Gender and Sexualities Awareness Club

- Veterans Day Celebration by ASRCC

Spring 2013

- Community Health Fair by Chicanos/Latinos for Community Medicine Club
- Black History Month Celebration by MCAC
- Art Therapy by Active Minds Club
- Islam Movie Night by Muslim Student Association
- St. Patrick's Day Celebration by MCAC
- GSA question and answer panel by GSA
- Mental Health Awareness Week by Active Minds Club
- Asian Pacific American day by MCAC
- Cinco De Mayo Celebration by MCAC

In 2010, the College Basic Skills and the Student Equity committees merged to form the Student Success Committee. The Student Success Committee facilitates dialogue and informs various programs and departments on diversity and equity issues, especially those in the College's Student Equity Plan. The committee compiles a five-year equity report and reviews it yearly. The equity report identifies goals and strategies for addressing the gaps in achievement that exist between groups of students. (See Standard IIA for the data and discussion of the disproportionate impact in success and completion rates among students of different ethnicities and race.) The information contained in the Student Equity Report is widely shared and disseminated across the College to the Strategic Planning Executive Council, the Academic Senate, the President's Leadership Team, and the Board of Trustees. To aid in the implementation of the strategies identified in the [Student Equity Plan](#), three faculty members serve as Student Equity Leads and receive a special project stipend to facilitate the equity agenda for three student groups that the data showed were achieving at the lowest success rates. An equity lead was assigned for the following student populations: African American, Native American, and Hispanic student groups.⁵⁶

Riverside City College offers programs (see list that follows) that assist students who have been historically marginalized. To be eligible to participate in the programs, students must have the disadvantage factors as prescribed in the particular grant. The equity programs recruit students from at-risk populations and provide them "above and beyond services" to enhance their opportunity for success. Above and beyond services can range from grants, book vouchers, child care grants, field trips, parent orientations, mentoring, workshops and one-on-one paid tutoring. Each program submits a unit plan every two years. As part of the unit plan, each program reviews its goals, mission and student learning outcomes. The RCC equity programs are as follows:

- Extended Opportunity and Services-target population is low income/disadvantaged
- Cooperative Agencies Resources for Success-an EOPS supplemental program for CalWORKs single parents
- Student Support Services-target population is low income, 1st generation and/or disabled
- DSPS-serve students with a disability

- Upward Bound-Serves low income, 1st generation students from Jurupa or Rubidoux High School
- Financial Aid- Provides financial aid to low income qualifying students
- Financial Aid Chaffey Grant program for Foster Youth
- CalWORKs/TANF-provides services to students who are on government assistance
- Ujima-Works with African American student to increase the transfer rate
- Puente-Works with Latino students to increase the transfer rate
- Pathways to Excellence- target population is low income/disadvantaged
- Veterans' Resource Center-provide support services to veterans

Self Evaluation

Riverside City College embraces diversity and provides the work and services needed to promote equitable outcomes for all students. The College offers many programs and services in various modes to encourage diversity. In addition, the College's current practices and services support and enhance student understanding and appreciation of diversity.

In the 2010 locally developed [Student Satisfaction Survey](#), students rated their level of agreement that the College demonstrates a commitment to meeting the needs of its diverse student body. Full-time students, part-time students, evening students, weekend students, online students, students over twenty-five years of age, students who are single parents, students from various ethnic and cultural backgrounds, students from various religious backgrounds, students with various disabilities, and students of various sexual orientations responded. The responses were coded to compute the means from a range from 4 (strongly agree) to 1 (strongly disagree). Using the means to compare responses for each question, respondents indicated that RCC generally meets the needs of student groups. Only one area had a mean below 3.0, the area of "weekend students," with a mean of 2.7. However, the College moved away from offering weekend classes and services during the budget crisis but is currently opening up some weekend courses.⁵⁷

RCC provides an environment that supports and enhances student understanding and appreciation of diversity. Data from the [2012 General Education Student Learning Outcomes survey](#) administered to graduating students indicated that 92.7% of those responding found that they experienced moderate to significant gains in "Identifying your own and others' assumptions, biases, and their consequences" from the college experience. Also, 88.9% indicated moderate to significant gains in "Demonstrating understanding of ethnic, religious, and socioeconomic diversity," while 90.1% indicated moderate to significant gains in "Demonstrating understanding of alternative political, historical, and cultural viewpoints" as a result of their experience at the College.⁵⁸

Actionable Improvement Plan

None needed.

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

Descriptive Summary

Riverside City College, an open access institution, does not require an admission test. The College admits students based on the minimum eligibility guidelines established by the state. The College subscribes to CCCApply, the statewide online admission application for the California Community Colleges, which allows students to submit a single application that can be used, with little modification or effort, to reapply for later terms and other California community colleges.

The online application asks the applicant required questions that meet state guidelines found in Title 5, including admission eligibility, student contact and demographic information, residency, military status, AB540 eligibility, previous schools attended, education level, educational goal, program of study (major), and need/interests. RCC also utilizes supplemental questions to collect data on athletic interests and abilities for Title 9, sports gender equity. The online application accepts electronic signatures and complies with the Americans with Disabilities Act and the Office of Civil Rights.

Each year the CCCApply Steering Committee reviews mandatory regulation changes as well as suggestions made by the colleges. Approved change requests are submitted to programming and are then a part of the annual update provided to all CCCApply colleges each March. The College's Application Support Technician and the Dean of Enrollment Services are both members of the CCCApply Steering Committee.

The College uses instruments approved by the California Community College Chancellor's Office to place students into English, English as a Second Language (ESL), mathematics, and reading classes. The College uses The College Board's "Accuplacer Online," a computer delivered series of tests that adapt a test session's difficulty based on individual student performance in that session to assess student knowledge in English, mathematics, and reading. The Proficiency in English as a Second Language test (PTESL), written by the College's ESL professors, is used to assess student knowledge in that subject. In summer of 2013, a computerized version of the ESL test (CPTESL) was used.

Faculty and staff committees evaluate alternatives to on-site assessment. Students who have already taken part in a suitable assessment of their skills are not required to re-assess those skills when attending Riverside City College. The College has implemented the following policies:

- Students who have coursework that is above Basic Skills levels in English, math or reading from a college outside of the District are not required to re-assess in those areas.
- Students who can submit passing scores in English, math, or reading from the College Board's Advanced Placement (AP) or College Level Examination Program (CLEP) tests are not required to re-assess in those levels.
- Since the Riverside Community College District (RCCD) uses a single records database and a unified curriculum, students who assess at one RCCD college are not required to re-assess when attending another college in the District.
- In a process similar to submission of course transcripts, students can submit scores from an Accuplacer Online test taken from a college outside of RCCD. Using the

College's cut scores, the student does not retake the Accuplacer test for English, math, or reading.

- The College has begun a pilot program involving California State University's Early Assessment Program (EAP) results. All new and updated admissions applications are compared to a list of students who, as high school juniors, participated in the 2011 and 2012 EAP evaluations. When a match occurs, the EAP placements (college-ready English or math) are automatically put on the student's record. The student is informed that the test meets English or math assessment requirements.
- Projects in cooperation with Alvord School District, Riverside Unified School District, and Jurupa Valley high school have established high school courses in alignment with the College's English and/or math classes that are one step below college level. Students who complete one of these classes with a "C" or better are not required to take the assessment test for that subject.

Every six years the College is required to submit data to the state on content validity, cut scores, and disproportionate impact of each assessment instrument utilized by the College. The College chooses to submit data every three years, with one or two placement subjects studied each fall. Disciplines work with Institutional Research and the Assessment Center staff to examine the data. The College has recently conducted a content validity study of Accuplacer. As part of this process, discipline faculty reviewed Accuplacer questions and rating them as to their level of importance as entry skills for targeted courses.⁵⁹

As part of validation, students are surveyed to gather their opinions on the quality and accuracy of their placements as well as the integrity, fairness, and student-centeredness of the placement process and testing facility. The Assessment Center staff and their supervisors use the results to measure efficacy and validity of practices. The annual Unit Plan Review is also utilized as a means of self-evaluation and improvement.

To help inform students, to help increase test effectiveness, and to decrease costly re-assessment, the following information is available to students prior to taking the assessment test:

- An online Web page for students who want to know exactly what the test is and what it does;
- Online sample questions and preparation guides; and
- A multimedia "Pre-Assessment Workshop" presentation on the College Website and in the Assessment Center informing students why the test is important and why it should be taken seriously.

Students receive this information directly after submitting an application for admission to the College and at the time of scheduling an assessment appointment. Also, students view the Pre-Assessment Workshop immediately prior to taking the test.

Self Evaluation

For cut score validation, both criterion and consequential validity analyses were performed. For criterion validity, instructors were asked to evaluate how well their students were

prepared for the course. For consequential validity, both faculty and students were asked how well students were placed into courses. In 2007, data were collected to revalidate cut scores for reading. Based on the high agreement of students who believed that they were properly placed (91.9%) in addition to the percent of faculty who believe that students are properly placed (96.0%), cut scores appeared to be appropriate for the discipline. In 2010, data were collected to revalidate cut scores for English. For consequential validity, faculty indicated that 1,121 of the 1,277 students (87.8%) were properly placed which is higher than the 80% threshold needed for investigating new cut scores. For consequential validity, 81.0% of students sampled agreed that they were in the correct course, which surpasses the 75% agreement rate required by the state Chancellor's Office. In 2012, data were collected to revalidate cut scores for ESL and mathematics.⁶⁰

In addition, students indicated a 91% satisfaction rating with the Assessment Center (combined rating of True/False questions: The [Assessment Center](#) is free of distractions; the instructions given were easy to understand; and the Assessment Center staff was helpful.)⁶¹ In the [2010 local student satisfaction survey](#), students were asked to indicate their level of agreement with the statement, "The assessment and course placement process accurately placed me." Using a scale ranging from a 4 (strongly agree) to a 1 (strongly disagree), students rated their placement with a mean score of 2.9.⁶²

In 2012, 293 students met the assessment requirement because they took part in the EAP evaluation; 155 students met the assessment requirement by submitting scores from Accuplacer Online taken at a college outside of RCCD; 145 students met the assessment requirement by submitting AP scores; and 3 students have met the assessment requirement by submitting CLEP scores.

In spring 2013, the College formed a committee consisting of department chairs from English and math, members of the Student Success Committee, and members of both the instructional and student support strategic planning councils to explore alternative pathways to determine placement for first-time college students in addition to Accuplacer and the Early Assessment Program.

Actionable Improvement Plan

None

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The College maintains student records permanently, securely, and confidentially based on classifications defined by Title 5, sections 59020-59041. Records from 1916-1974 are in record books and microfilm; transcripts from 1946-1973 are on microfiche; and data CD's contain records from 1956-2004. The College stores record books, microfilm, microfiche,

and data CD's in the fireproof vault located in the Admissions and Records office. Records from 1974-present are electronically located in Colleague.

Admissions and Records maintains records electronically on Colleague (Datatel) and on Hershey (imaging system). All imaged and electronic data are backed up daily by an automated process developed and maintained by Information Services.

Health Services maintains records on the electronic system, Medicat, which is on its own server and backed up daily. Medical records are kept for seven years for patients 18 years of age and older. Records for patients under 17 years of age are kept indefinitely. Records are scanned and backed up daily. Record retention follows guidelines set by the Health Insurance Portability and Accountability Act (HIPAA).

Students have access to their records online via WebAdvisor, which may only be accessed with a secure username/password. Non-directory information is not released to third parties without authorization from the student.

Self Evaluation

Records are secure and all data are backed up daily. Admissions and Records procedures for record retention follow policies in RCCD [AP 3310](#); Title 5, sections 59020-59041; Student Attendance Accounting Manual; and the Family Educational Rights Privacy Act (FERPA). All entities adhere to established policies and procedures.⁶³

The College publishes established guidelines for the release of [student records](#) in the student handbook, the schedule of classes, the College catalog, and on the College website.⁶⁴

Staff and faculty are trained on FERPA regulations and adhere to the policy.

Actionable Improvement Plan

None needed.

Standard II.B.4

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

Descriptive Summary

Riverside City College Student Services division uses research and assessment instruments, including the Student Equity Report, RCC Strategic Planning Report Card, and the Community College Survey of Student Engagement as the basis for decision making and planning. In addition to utilizing these institutional assessments, Student Services also regularly evaluates its program through its Unit Plan process. Each department within Student Services has identified Student Learning and Service Area Outcomes.

Since fall 2005, all areas in Student Services have participated in an annual Unit Plan Review process. Within the Unit Plan Review process departments address each of the following items: mission and vision of the program, value statements, strengths and weaknesses, accomplishments, departmental activities alignment with strategic goals, student learning and service area outcomes, assessment of progress made from previous years' outcomes, recommendations for program improvements, and resource requests for staffing, equipment, technology, facilities, and professional/organizational development.

As part of the Student Services Unit Plan review, departments assess the needs of the students they serve through measurable activities and outcomes. In addition, the Unit Plan review process assures that departments use the assessment activities to make improvements. Student Service departments clearly understand the connection of their unit plan with resource allocation. As part of the strategic planning process, RCC has established Unit Plan Review Committees to evaluate and to rank the resource requests from each of the College's departments. The Student Services Unit Plan Review Committee ranks and evaluates the resource requests for the departments within Student Services. Membership of the ranking committee consists of staff, students, faculty, and administrators. In order to rank the resources requests, members use a ranking criteria rubric that assigns points to the following areas: Safety and Compliance, Program Requirement, Riverside City College Goals, and Riverside City College Key Performance Indicators.

Self Evaluation

Using the Unit Plan Review process, Student Services has demonstrated a commitment to evaluating the needs of its students in order to improve its programs and services. All Student Services departments have defined Student Learning and Service Level Outcomes and are actively engaged in an ongoing assessment cycle for continuous quality improvement. RCC in general and Student Services specifically have established a culture of assessment and data driven planning and decision making that is linked to the allocation of resources. The Unit Plan process ensures that departments engage in research and use data to make programmatic improvements for the purpose of advancing the goals established by the institution to improve student success.

Departments assess and measure their outcomes yearly and make appropriate improvements based on their evaluation. Results of student services evaluations have led to changes in institutional policies to meet students' needs. The Student Access and Support Leadership Council uses institutional research data to develop strategies through its action plans to address specific issues identified from assessment. For example, in 2010 data showed that, due to the reduction of courses and the increasing demand for classes, many students submitted admissions applications after courses and waitlists were filled for that term. This created several issues for the students applying for admission. Students who applied to the College after classes had begun were taking the assessment test, student orientation and advising only to discover that they were unable to enroll in courses. When students apply to the College, they assume that the College has the capacity to accommodate them. As a result, student services expended a tremendous number of resources to process applications, to administer placement tests, and to provide counseling hours for a group of students who were not going to be able to register for courses. To address these issues, the Student Access

and Support Leadership Council proposed a District wide application deadline. This recommendation went through the strategic planning process throughout the Riverside Community College District and an application deadline was implemented in [fall 2011](#).⁶⁵

Often student services areas assess both service area outcomes and student learning outcomes. For example, in their 2010 Unit Plan, student financial services developed both a service area and student learning outcome focusing on student awareness and usage of the new Sallie Mae debit card for financial aid disbursement. Through the implementation of an awareness and marketing strategy, 80% of the students opted to use the Sallie Mae debit card for their financial aid disbursement. Also, the Student Financial Services department has developed new approaches to increase awareness and student learning about the usage of debit cards.⁶⁶ In addition, Health and Psychological Services developed a SLO that “Through one-on-one interaction with nurses, students will learn which adult immunizations they should acquire.” A review of adult immunization survey results from 1,752 students revealed that 97% of students received one-on-one interaction with nurses and learned which adult immunizations they should acquire. However, 3% of students did not receive one-on-one interaction with nurses for unknown reasons. The evaluation led to re-enforcing the importance of completing 100% of the nurses’ one-on-one interactions with students regarding immunizations they should acquire. The reinforcement should contribute to achievement of this student learning outcome.⁶⁷

Student Activities developed a student learning outcome that “ASRCC will learn to lobby at the regional and state level through the Student Senate of California Community Colleges lobby days in Sacramento and at the CCCSAA conference.” Student Activities coordinators intensified efforts to achieve this outcome. ASRCC’s Student Leaders had the opportunity to be involved in legislative and lobbying efforts in 2010-11. Region 9 was particularly successful due to the ASRCCD students volunteering for leadership positions. RCC students served on the executive board as well as positions at the state level with the State Student Senate of California Community Colleges, which is the recommending body to the Board of Governors. ASRCC attended both the fall and spring General Assemblies and were instrumental in drafting and approving resolutions affecting community college students. Several students also took advantage of the “March in March” lobby day in Sacramento where they met with local legislators to voice their concerns about issues surrounding the system. This participation has strengthened RCC’s program as more students are seeing that they can make a difference. They are able to see that they can affect policy at the College, in the region and at the state level by getting involved.⁶⁸

Actionable Improvement Plan

None

Evidence

- 1 [RCCD Student Equity Plan.](#)
- 2 [RCCD External RCC Student Equity Plan Environmental Scan 2012.](#)
- 3 [Student Services Unit Plan, Fall 2011–Spring 2013.](#)
- 4 [Annual Assessment Report Card, 2009–2010.](#)
- 5 [RCC Matriculation Study.](#)
- 6 [Student Satisfaction Survey, RCC, Spring 2010.](#)
- 7 [RCC Employee Accreditation Survey, 2013.](#)
- 8 [RCC Accreditation Team Evaluation Report, October 2007.](#)
- 9 [SARS SEPS data](#) under supporting documents on Accreditation website.
- 10 [Riverside City College Catalog.](#)
- 11 Title 5 Regulations and Guidelines and California Code.
- 12 [DSPS Unit Plan.](#)
- 13 [Board Policy 5140.](#)
- 14 [“Future Students” link.](#)
- 15 [RCC Substantive Change Proposal, Distance Education.](#)
- 16 [Competition Counts](#):http://www.rcc.edu/services/workforce/files/WFPfactsheet_002.pdf.
- 17 [Integrated Action Plan Goal 1.](#)
- 18 [RCC Facilities Master Plan Update, March 2012.](#)
- 19 [Counseling Unit Plan.](#)
- 20 [Completion Counts Results PowerPoint.](#)
- 21 Astin, A. W. *What Matters in College: Four Critical Years Revisited*. San Francisco: Jossey-Bass, 1993.
- 22 Tinto, V. *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press, 1993.
- 23 [ASRCC Event Calendar.](#)
- 24 [Athletics link.](#)
- 25 See example [rosters for Strategic Planning Councils](#) and Academic Planning Council.
- 26 [General Education Student Learning Outcomes Survey Data, 2012.](#)
- 27 Review the spring [2013 service hours log sheet](#).
- 28 [ASRCC](#): <http://rivasrcc.org/studentLogin.aspx>.
- 29 [ASRCC Budget.](#)
- 30 [Counseling Student Services Unit Plan.](#)
- 31 [RCC Counseling Department agendas](#) and [minutes](#).
- 32 [RCCD Counseling Discipline Meeting](#) Agendas and Minutes.
- 33 [Travel requests for UC/CSU conference attendance.](#)
- 34 [FLEX Day agendas.](#)
- 35 [RCC Excel workshop agenda topics.](#)
- 36 [Counseling Discipline Training agenda.](#)
- 37 [Counseling Staff meeting minutes.](#)
- 38 [Counseling Student Services Unit Plan.](#)
- 39 [Standards of Practice.](#)
- 40 [Review SARS SEPs data.](#)
- 41 [RCC Matriculation Study.](#)

42 [RCC Readmit Study.](#)
43 [Review SARS SEPs data.](#)
44 [Strategic Planning Executive Council Meeting Minutes.](#)
45 [2010 Student Equity Plan.](#)
46 [http://www.rcc.edu/services/puenteproject/Pages/Puente-Project.aspx.](http://www.rcc.edu/services/puenteproject/Pages/Puente-Project.aspx)
47 [RCC Diversity Committee Purpose Statement–Board Policy 3420.](#)
48 [2011-2012 RCCD Diversity Committee Minutes.](#)
49 [2010-2011 Diversity Committee Minutes.](#)
50 [2011-12 Diversity Committee Minutes.](#)
51 [Fall 2012 Diversity Committee Minutes.](#)
52 [Spring 2013 Diversity Committee Minutes.](#)
53 [International Students Unit Plan.](#)
54 [ASRCC Club and Organization Information.](#)
55 [Student Activities Event Form.](#)
56 [RCCD Student Equity Plan.](#)
57 [Student Satisfaction Survey, RCC, spring 2010.](#)
58 [General Education Student Learning Outcomes Survey Data, 2012.](#)
59 See the content review reports for English and math in the Office of Institutional Effectiveness.
60 The results of the assessments exist in the Office of Institutional Effectiveness.
61 [Assessment Center Student Satisfaction Survey Results.](#)
62 [Student Satisfaction Survey, RCC, spring 2010.](#)
63 RCCD [Administrative Procedure 3310](#) Admissions and Records Record Retention and Destruction of Records Policy.
64 [http://www.rccd.edu/Pages/ferpa.aspx.](http://www.rccd.edu/Pages/ferpa.aspx)
65 Student Access and Support Leadership Council [April 28, 2011 minutes.](#)
66 [Student Financial Services Unit Plan.](#)
67 [Health and Psychological Services Unit Plan.](#)
68 [Student Activities Unit Plan.](#)

Standard II.C: Student Learning Programs and Services

II.C. Library and Learning Support Services

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

II.C.1

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

Descriptive Summary

Library and learning support services at Riverside City College aligns with the mission statement to support the instructional programs and activities of the institution. The learning support services offered by the Salvatore G. Rotella Digital Library/Learning Resource Center (DLLRC), labs/learning centers, the Instructional Media Center (IMC), Tutorial Services, and Disabled Students Programs and Services (DSPS) serve as an essential component of the College's academic support scaffolding. Library and Learning Support Services are available to students at the Riverside City College campus, the Innovative Learning Center (ILC), the Rubidoux Annex, and the Culinary Academy. Also, the department supports distance education students enrolled in online courses through Open Campus. Services and programs are assessed on an on-going basis, and the results of the assessments are discussed and used to inform improvement.

Library/Learning Resources

The DLLRC, a four-story facility with 81,000 square feet of assignable space, has physical seating for 1,200. The first floor of the DLLRC houses the Instructional Media Center (IMC), auditorium, computer classrooms, and the World Languages Lab. The second floor of the DLLRC contains the Reference Desk, the Circulation Desk, the Computer Help Desk, computer-equipped library instruction rooms, study rooms, and the computer commons. The third floor houses the information kiosk, study rooms, the silent study room, and open study areas with tables and carrels. The fourth floor of the building contains library administration/faculty offices, staff work space, and library cataloging/technical processing.

Labs/Learning Centers

The Martin Luther King, Jr. Student Success Center (MLK SSC), formerly the Martin Luther King, Jr. Teaching/Learning Center (MLK TLC), was renovated in Summer 2013 in conjunction with a Title V Grant to rearrange space and to allow for upgrades and new technology. The MLK SSC provides access to learning centers and computer labs in a three-story building with 24,351 square feet of instructional space. Some of the learning centers in the MLK SSC such as Tutorial Services, Supplemental Instruction, the Science, Technology, Engineering, and Math (STEM) Center, and the Center for Communication Excellence (CCE) serve students across the disciplines. Many of the computer labs and learning centers are discipline-specific and linked directly to credit course instruction in Computer Information Systems (CIS), English, English as a Second Language (ESL), reading, and mathematics. Discipline-specific labs/learning centers associated with courses are addressed in more detail in Standard IIA: Instructional Programs.

The two story School of Nursing Building is 37,000 square feet and contains the Nursing computer lab/testing center and the clinical lab. The Technology B building houses the Printing and Graphics Center, which serves as the lab for the Applied Digital Media (ADM) program. The Journalism Lab, located in the Assessment Center, serves as the print and online newsroom for the College newspaper, *Viewpoints*. Disabled Students Programs and Services (DSPS), located in the Administration Building, provides an adaptive technology lab in addition to the specialized adaptive hardware and software that is installed in the library and labs/learning centers.

Self Evaluation

Library/Learning Resources

The results of the [Accreditation Survey 2013](#) reflect the extent to which RCC's Library/Learning Resources support the College's educational offerings:

- 88% of faculty strongly agreed or agreed that the library provides support in the form of materials for student assignments, class orientations, and remote access databases for classroom instruction;
- 96% of faculty strongly agreed or agreed that the library adequately provides support when assistance is needed; and
- 88% of faculty strongly agreed or agreed that the [IMC adequately provides support](#) for classroom instruction.¹

As the Riverside Community College District [Function Map](#) indicates, the College has primary responsibility for the leadership and oversight of library functions, with the District providing support in a secondary capacity.² In addition to the roles between the colleges and District defined in the function map for library and learning support services, responsibilities among the three colleges also exist.

The Riverside City College Library/Learning Resources department, which consists of the library and Instructional Media Center, maintains and supports mission critical technical operations for all three colleges, off campus sites, and the District office. It provides quality

services for RCCD students, faculty, staff, and community members. Maintaining these services and support is fiscally prudent and eliminates unnecessary duplication. Moreover, the separation or decentralization of these functions is problematic due to the nature of the inter-connectedness of the functions described and the specialized equipment, technology, and expertise that is required to perform them. These shared functions were assessed and identified by the RCC library in consultation with the Norco and Moreno Valley libraries, and described in [RCCD Libraries Shared Functions and Personnel](#).³

After the Norco and Moreno Valley campuses became separately accredited colleges, the RCC library has transitioned shared functions to the other college libraries whenever possible. The current functions that the RCC library performs on behalf of all three District libraries principally relate to the centralized integrated library system and fall under the areas of acquisitions, cataloging, circulation, and technical processing.

Labs/Learning Centers

With the exception of DSPPS, which serves students regardless of home college designation, the labs and learning centers are tied to College specific courses and programs and do not provide or support shared functions across colleges.

Actionable Improvement Plan

None

II.C.1.a

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

Descriptive Summary

Library/Learning Resources

The library acquires and licenses educational material and equipment to support pre-college, transferable, and career technical courses. Students have access to a wide variety of print, electronic, and audio-visual materials:

Print Books	106,483
E-Books	48,659
Print Periodicals	236
Audio/Visual	5,957

(Source: [California Community College Library and Learning Resources Annual Data Survey, 2010-2012](#)⁴)

In addition to the resources listed above, the library provides access to over 70 subscription [online databases](#) that can be accessed from on campus and remote locations.⁵

Students have ample access to computing technology and educational equipment in the DLLRC, including:

- 419 computer workstations
- Adaptive Technology workstation
- 53 Laptops
- 2 Media Production workstations
- 4 Black and White/Color printers
- 5 Photocopiers
- 4 Scanners
- 12 DVD players
- Wireless network
- Mobile printing
- Mobile device charging stations
- Pay-per-use FAX machine
- Office supplies vending machine

In addition to computer workstations, both library instructional classrooms contain projection equipment. The larger of the two library classrooms also includes audio-visual playback units, a document camera, an electronic whiteboard, and Mediasite lecture recording equipment, all of which are controlled via a Creston touch screen.

The library has a [Collection Development Policy](#) and purchases materials from established vendors specializing in the academic library market.⁶ The Acquisitions Librarian is responsible for overall collection development for the library; however, all library faculty participate in the process. In 2008, the library established [liaisons](#) to instructional departments.⁷ The selection of library materials to support student learning in alignment with the College mission is informed through multiple inputs:

- A Library Advisory Resource Committee was established in 2005, which later became a strategic planning subcommittee in 2007. As of 2010, the Academic Career Technical Programs and Instructional Support (ACTPIS) Leadership Council receives input and feedback on library collections and instructional media equipment as part of the strategic planning process.
- Annual Instructional Unit Plan and Administrative Unit Plan contain a section for “Library Needs Not Covered by Current Library Holdings.”

- The curriculum approval process includes a librarian to review all new and revised course outlines of record to evaluate the library's ability to support curricular offerings.
- A RCC librarian serves on the Council of Chief Librarians California Colleges Electronic Access and Resources Committee, which considers the database/electronic resources needs of community college libraries throughout the state.
- Materials and services are acquired to meet state and national standards for programs, such as Nursing.
- The results of student and faculty/staff surveys as they relate to the use and importance of library equipment and materials are discussed and used for improvement.
- Students, faculty, and staff are welcome to submit suggestions for purchase at any time in person, by phone, or via an online form available on the library's website.

The Instructional Media Center (IMC) provides audiovisual equipment in support of instruction and College events/activities. Faculty, administrators, and staff may request equipment in person, by phone, via email, or through the online [IMC Multimedia Request Form](#) on the IMC website.⁸ The following equipment is available for delivery:

- Projection Equipment – Projector, Screen, Document Camera
- Audio Equipment – Public Address System, Microphone
- Video Equipment – Television, DVD Player, Camcorder, Tripod
- Laptops
- Tools to facilitate group work – Easels, Flip Charts, Markers

The IMC supports the Convergence Center, which provides computer hardware, software, and video/audio/image editing equipment for faculty and staff to create digital content for the classroom. The Convergence Center, located in the Instructional Media Center, has six work stations plus an instructor's desk populated with up-to-date multimedia software. IMC selects audiovisual equipment based on the technical expertise of the IMC administration and staff, who are familiar with the IT infrastructure at the College and keep abreast of advances in technology through conference attendance, communication with IT/AV vendors, and professional trade publications. Input provided through the strategic planning process is essential in the selection of audiovisual equipment. Equipment requests are submitted through Annual Instructional Unit Plan and Administrative Unit Plan and are reviewed by the [ACTPIS Leadership Council](#), which uses the Technology Plan as a strategic input.⁹

IMC has a regular schedule for routine maintenance of all AV equipment across the College. The IMC supports media computers and audiovisual equipment in the library, lab/learning centers, and classrooms. The IMC has installed and maintains Mediasite lecture recording equipment in nine classrooms. IMC is also responsible for audiovisual support for Riverside community events co-sponsored by the Riverside Community College District.

Labs/Learning Centers

Discipline-based labs and learning centers select print materials and software based on course curriculum and faculty recommendations as the discipline experts. Faculty and lab/learning center staff also provide input on equipment in consultation with District IT and IMC. Some disciplines, such as Nursing and English, have discipline advisory groups, which review and recommend educational material and equipment. Career technical programs, such as Nursing and Applied Digital Media, select materials and equipment in accordance with separate external accreditation.

The Annual Instructional Unit Plan and Administrative Unit Plan contain a section for “Learning Support Center Services,” where requests for materials and equipment for labs/learning centers that are not required for a specific course are documented. The ACTPIS Leadership Council provides input on equipment for labs and learning centers. In fact, one of its [charges](#) is to “explore, evaluate, and implement academic technology for student learning; provide training to the College community regarding instructional technology.”¹⁰

Self Evaluation

While the Telecommunications and Technology Infrastructure Program (YYIP) was discontinued in 2009, a [2012 provision](#) of a statewide-buy of core database subscriptions for three years has helped the library to offset the negative impact to library database offerings.¹¹ Library/Learning Resources has experienced a continual decrease in the annual operational funding for library materials since 2007 and has requested restoration of these funds in the [Annual Instructional Unit Plan](#) since 2009.¹² While 2013-2014 will mark the fifth academic year that the [library budget](#) will rollover without funding in the “Books/New and Expanded Library” budget category, the College has used the strategic planning process to provide supplemental, one-time funding to the library to help close the gap.¹³ The allocations received by the library from administration and the Budget Prioritization Committee acknowledge the need for additional library resources and services; however, the timeframe for providing allocations through the strategic planning process makes it difficult for the library to expend the funds appropriately. Allocations for library database renewals do not align with the contract renewal cycle and do not provide for continuing the yearly cost renewal. Supplemental awards for library materials are received near the close of the fiscal year, and the awards stipulate that orders must be received within a one-month time frame, which limits the types of library materials that can be purchased.

The augmentations the library has received only partially restore the materials budget, which has challenged the library to be creative in leveraging these funds. The Library has been proactive in identifying and adding free, academic electronic resources to the library catalog, including 29,881 Project Gutenberg e-books and 120 Frontline videos. The library has been successful in finding alternative funding to support collection development and annual database subscriptions through grants, specifically the Perkins Grant, the NEH/ALA Muslim Journeys/Bridging Cultures Grant, and the NEH/The Gilder Lehrman Institute of American History Created Equal: America’s Civil Rights Struggle Grant. Barnes and Noble has provided a yearly donation of 36 textbooks, and the state has replaced the former

discontinued TTIP fund with a statewide buy of EBSCO databases for California community college libraries.

Staying apace of rapidly evolving technologies is especially difficult for the library and learning support centers given the sheer number of computer workstations they support. Riverside City College has developed a Technology Plan that guides the upgrade and replacement of computer equipment. Library and Learning Support Services submit requests for new and replacement equipment via the Annual Instructional Unit Plan and Administrative Unit Plan. The library has received support to upgrade and replace workstations throughout the DLLRC through the strategic planning process. In 2007-08, the library received an additional [budget allocation](#) for 135 computer replacements for the computer commons area at a cost of \$94,779.¹⁴ In addition, the library has followed through on the planning agenda item from the 2007 Self-Study to “acquire additional media production software and hardware for student use” by establishing a media production center in the library. The media production workstations provide students with equipment and self-paced tutorials for the creation of media-rich content. Several disciplines, including Computer Information Systems, Advanced Digital Media, Music, Communication Studies, and Journalism were consulted on existing resources in their labs/learning centers, and the [feedback](#) was used to specify hardware and software requirements for the media production center.¹⁵

Actionable Improvement Plan

Allocate funds from the College budget to support library materials, human resources, and equipment on an ongoing basis.

II.C.1.b

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

Descriptive Summary

Library/Learning Resources

Riverside Community College District adopted student learning outcomes for the general education program in 2006. With input from the library, “Information Skills” was included in the [General Education Student Learning Outcomes for Academic and Vocational Degree Programs](#):

- (6)Information Skills
- Demonstrate computer literacy
- Locate, evaluate, and use information effectively¹⁶

In 2011, a General Education (GE) Workgroup was formed to examine the data from the self-reported learning gains survey administered to graduating students and to revise the general education SLOs and general education program as necessary. A library faculty member served on the GE Workgroup and participated in the process of revising the general

education SLOs. The RCCD General Education Program [Student Learning Outcomes revision](#) was approved in 2012.¹⁷ The six categories of 25 bulleted outcomes were converted to four outcome narratives with an introductory breadth of knowledge statement. The former “Information Skills” GE SLO was replaced with an “Information Competency and Technology Literacy” GE SLO:

Information Competency and Technology Literacy

Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Both the original “Information Skills” GE SLO and revised “Information Competency and Technology Literacy” GE SLO were informed by the Association of College and Research Libraries (ACRL) standards. These standards have been encapsulated in the student learning outcomes for the LIB-1: Information Competency course, which are listed on the LIB-1 course outline of record as follows:

- Determine and articulate information needs;
- Find information using a variety of resources;
- Describe and apply criteria for critically evaluating information;
- Use information effectively to accomplish a specific purpose; and
- Identify and summarize ethical and social issues related to information and its use.¹⁸

The library’s credit course, LIB-1: Information Competency, an elective option within the RCCD General Education Program, enables students to acquire knowledge and skills related to the information competency general education SLO. In addition, other disciplines offer courses that are part of the general education program (for example, [English](#) and [Communications Studies](#)), have mapped their course SLOs to the information competency GE SLO, and/or include library instruction as a class assignment on their course outlines of record.¹⁹

The LIB-1 course student learning outcomes also inform non-credit information competency instruction both in face-to-face and online formats. The library provides non-credit instruction in the following forms:

- Library orientations/research sessions for courses;
- Library moderated research sessions for courses;
- Individual instruction at the Reference Desk;
- Handouts and worksheets; and
- Online library [class and subject guides](#) posted to the library website via LibGuides.²⁰

Faculty from various disciplines request library orientations or research sessions to support course-related assignments. During basic library orientations, library faculty introduce students to research tools, library services, and the library facility. For advanced research sessions, a librarian, in collaboration with the course instructor, guides students in the selection and evaluation of library sources to support a research topic. Library moderated

research sessions offer faculty the option of bringing their classes into a library classroom to conduct research with a librarian providing individual assistance as needed. While librarians conduct most of the orientations and research sessions in the two library instruction rooms, they also do go to the classroom or satellite locations as needed. Lecture recording equipment is available in the library instruction rooms to record instruction. LIB-1 lectures may be archived using [Mediasite](#) for access by students who want to review information competency instruction offered in the class.²¹ Also, orientations are recorded for viewing as an alternative mode of delivery for distance education and courses that meet outside of library operating hours.

Library patrons may ask for assistance in person or by phone at the reference desk during library operating hours. Requests for assistance, counted by the library using a reference desk [transactions tally sheet](#), are broadly categorized as either “Research Instruction,” “Quick Reference,” “Library Help,” or “Questions about RCC.”²²

Library faculty have developed a variety of handouts and worksheets that are available either in print or online via the library website. In addition to providing an overview of library resources/services and remote login instructions, these guides describe how to find, evaluate, and cite information. Working alongside discipline faculty, librarians also develop class or subject specific research guides via LibGuides. Research guides may be tailored to a particular research assignment or provide an overview of resources in a particular discipline or subject area.

Self Evaluation

Library/Learning Resources

The institution provides information competency instruction as demonstrated by the reference to “information skills” in the College mission statement and the inclusion of an information competency outcome in the general education SLOs. The librarians emphasize the importance of information competency instruction in departmental planning documents/reports and by participating on College councils and committees.

The District reallocation of library funds to support part-time librarians has had some impact on the library’s ability to provide information competency instruction, but it has had no effect on the quality of the instruction.²³ With fewer part-time librarians and full-time librarians spending more time on the reference desk, the library offers fewer sections of the LIB-1 course - four sections in 2012-2013 compared to ten in 2009-2010. LIB-1 has a retention rate of 87% and a success rate of 75.2% as of 2012, both of which are above the [College’s established standards and targets](#).²⁴ While unable to sustain the same level of credit-based information competency instruction, the library continues to meet the demand for library orientations/research sessions. The number of requests for library [orientations/research sessions](#) has declined going from 182 in 2009-2010 to 108 in 2012-13, which is in line with the reduction in the number of sections offered by the College.²⁵ The reduced demand for library orientations and research sessions has allowed the library to continue its noncredit information competency instruction and to develop additional strategies for delivery, which will accommodate future growth. The library has committed to increasing information

competency instruction online, and has developed an action plan to expand the library's collection of instructional digital assets for courses with a research component.²⁶

In 2011, librarians revised the reference desk transactions tally sheet to distinguish between information competency instruction and other types of assistance with the library or College in general. The new categories provide the library with the ability to measure quantitatively information competency instruction at the reference desk over time. The number of requests in each of the reference categories varies over the course of the semester in line with the enrollment and course activities of the College. A [comparison of research](#) instruction from spring 2012 to spring 2013 shows a 9.3% decrease in the total number of requests for assistance; however, the rate of increase in this category over the course of the semester is much more consistent in 2013 compared to the previous year.²⁷ These data support the librarians' observations that more instructors are sending students to the reference desk on an individual basis over the course of the semester rather than bringing them in as a class for a one-time orientation or research session.

Informed by the reference transactions data and discussions with instructors, the library has adopted an "embedded librarianship" approach to which faculty and students have responded enthusiastically. Embedded librarianship creates a framework for integrated, sustained partnership between librarians and discipline faculty to facilitate student research and use of library resources within courses. Initial steps in the direction of embedded librarianship are evident in the librarians' work with the communication studies, biology, and chemistry disciplines. Communication studies instructors emphasize the importance of information competency by scheduling a library research session or by requiring students to interview and take a photo with a librarian. At the end of the semester librarians serve as judges for the RCC Intramural Tournament. The [judging instructions](#) include a rubric with criteria for evaluating the integration of credible evidence/research.²⁸ In preparation for student science projects, faculty from the biology and chemistry disciplines bring their classes to the library for a research session. At the end of the semester, librarians review the science projects, evaluating the information resources and citations used for the project. In spring 2013, the library created an [action plan](#) as part of an addendum to the Library Comprehensive Instructional Program Review to develop embedded librarianship projects in other disciplines.²⁹

Actionable Improvement Plan

None

II.C.1.c

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

Descriptive Summary

Library and Learning Support Services at Riverside City College strive to provide ample access to materials and services through physical and electronic means. Every effort is made to provide the maximum amount of access to physical facilities when it is needed most. To accommodate disabled students, all library and labs/learning centers support assistive hardware and software and provide one or more computer workstations with accessible furniture.

Library/Learning Resources

The hours of operation for the library and Instructional Media Center (IMC) are coordinated with the class schedule for respective academic terms. The library hours coincide with the hours when library users are most likely to be on campus and need access to library resources and services in person. The IMC's hours align with the College's prime instructional hours when faculty and students require support in the classroom. Per [Administrative Policy 4040](#), at least one library faculty member is on duty to provide reference service and/or conduct a library orientation or research session during all posted hours.³⁰ Library Microcomputer Support, Circulation, and IMC staff members are available to provide computer, circulation, and audiovisual services during all hours of operation.

The library provides services to all students, regardless of location or mode of instruction. The library has a librarian dedicated to distance education instruction to help online students access library resources online. The library is coordinating with information services on the implementation of a web portal that will interface with the library's website and student login information.

Library materials available 24 hours a day, 7 days a week from the library website include the following:

- The online catalog containing the bibliographic records of all library materials, including print and electronic books, periodicals, and media;
- Electronic books and electronic course reserve materials;
- Electronic resources via subscription databases, that provide citations to, abstracts and/or full text of articles from magazines, journals, newspapers, and reference resources;
- Class/subject research guides that provide guidance and instruction in finding and using information; and
- [General information about the library's resources and services](#).³¹

The [IMC web site](#) provides online access to the following information:

- KRCC, RCC's educational access station, and its program schedule;
- Closed captioning for campus recorded events and or videos for students;
- Audiovisual equipment available for use; and
- Audiovisual production, satellite downlinking, and video conferencing;

- MediaSite lecture recording services available to all disciplines providing distance education;
- Streaming media titles available for on- and off-campus streaming;
- Procedures and forms for requesting IMC equipment and services;
- Convergence Center hours of operation; and
- Delivery of [audiovisual equipment](#) to classrooms on campus.³²

The library provides specific [guidelines for patrons with disabilities](#), which are posted to the library website.³³ In accordance with [Administrative Policy 6365](#), vendors must certify 508 compliance for library databases, electronic books, software, video, and multimedia products.³⁴ The IMC requires a transcript/transcription for any video production prior to releasing the video for use or distribution. Specialized listening devices for the hearing impaired are provided and maintained by the IMC for use in certain classrooms across campus.

Labs/Learning Centers

Labs and learning centers, including those that serve students across the disciplines and those that are discipline-specific and tied to courses, establish hours of operation based upon when students require access to in-person support services. Tutorial Services offers day and evening hours for access to tutorial materials and services. Most credit labs/learning centers align their operating hours with course offerings and usage data collected from student headcounts. Students must login using the CI Track program in order to receive credit for their hours of attendance if the lab/learning center is a mandatory component of a course. Operating hours are posted on College websites, in newsletters, and in the labs/learning centers.

In addition to hours, general information on lab/learning center procedures and resources can be found online. Most labs and learning centers operate on an in-person model because state law dictates that students may receive credit only when a faculty member is present; however, many of the labs and learning centers provide resources that may be accessed remotely.

Lab and learning center online resources include the following:

- Course management tools, such as WebAssign, MyMathLab, MyITLab, and Wiley Plus;
- Web links to discipline-specific learning resources including library resources
- Textbook support materials;
- *Viewpoints*, RCC's college newspaper;
- Skill-building activities;
- Directed Learning Activities (DLA);
- Videos for workshops and orientations;
- Handouts and worksheets;
- Sample or practice exams; and
- Study guides and tutorials.

The Virtual Access Direct Gateway (VADG) allows students in lab component classes the ability to login remotely and access some of the same software available in the lab. Students are not required to be physically present in the lab and do not have to purchase or install software on their local computer. For example, the Microsoft Office Professional 2010 suite of applications is made available to students via the VADG system.

The tutor training guide video series that is used for training tutors has been licensed for digitization, and is available as streaming media in the library. As of Fall 2013, online tutoring and supplemental instruction is available via the Blackboard learning management system.

Self Evaluation

Library/Learning Resources

The library's operating hours in the evenings and on weekends were reduced in the 2009-10 fiscal year following the District's reallocation of \$76,000 in part-time library faculty funds to the other colleges. Since that time the library has also lost several positions including three part-time library clerks and one full-time clerk.³⁵ Despite the reduction in hours and personnel, the library continues to support the needs of students and other library patrons. The library evaluates [usage counts](#) to determine when the library is most busy and has conducted student and [faculty/staff surveys](#) regarding hours of operation.³⁶ These assessments served as the basis for adjusting morning and evening hours. Without any restoration in funding, librarians have extended hours as much as possible, and library faculty and staff have found ways to meet additional service needs. For example, library faculty have staggered their schedules and agreed to cover additional reference desk hours in order to be able to open 30 minutes earlier and remain open an hour later on Fridays during the spring and fall semesters. While the library has not been able to sustain Saturday hours, a "Finals Blitz" schedule was developed, so that the library could be open for three to four hours on the two Saturdays prior to final exam week. When the need for an additional service point on the third floor of the library was identified, library faculty and staff pulled together to staff an Information Kiosk to provide assistance and maintain a disturbance-free study environment.

The technological capabilities of library/learning resources increasingly provide students, faculty, and staff with access to a greater number of computer resources and a wider selection of materials in electronic format. The library and IMC acquire and produce materials in digital format that provide students, faculty, and staff with access to titles in the library, in labs/learning centers, and from remote locations. . IMC supports access to live and archived lecture content, through the use of both KRCC and the Mediasite video streaming platform. Mediasite lectures integrate talking-head video with instructor PowerPoint slides and handouts, and are used by nursing, American sign language, anthropology, business education, administration of justice, and music disciplines. Upgrades to the Mediasite software, which the IMC has scheduled for the summer 2013 semester, will allow for greater flexibility in developing and providing access to video content, including playback on mobile devices. Two of the database vendors, EBSCO and Gale, offer free mobile apps for database searching on portable electronic devices. One of the nursing databases, *Nursing Education in Video*, allows students to text a link for video viewing on their cell phones. The library also

provides greater access to electronic books on a variety of subjects via the online catalog. Project Gutenberg and Springer e-books can be downloaded for use on e-readers. A newly enabled feature on the library's catalog allows students to text call numbers from the catalog to a cell phone. Classroom-related media titles having the appropriate copyright clearance can be streamed to classrooms and labs, and access to the list of streaming media titles is provided on library computers

The action plan for improving student success and retention through the expansion of the library's collection of instructional digital assets for courses with a research component is a continuation of the library's efforts to address the concerns of the October 2007 visiting team. In order to provide greater consistency in how links to library and learning resources are provided to distance education students, the library established the following goal in the Library [Comprehensive Instructional Program Review 2010](#): "Provide additional library support for online courses, so that library resources and instruction are more available for distance education students."³⁷ The library has collaborated with Open Campus staff and faculty who teach online to investigate ways to embed library links in all online courses and to consider other ways to better integrate RCC library/learning resources into Blackboard. Library faculty from all three colleges have coordinated with Open Campus to develop a Library Services and Resources component to the [Online Blackboard Academy](#), which is mandatory training for all full-time and part-time faculty who teach using Blackboard in online, hybrid, and web-enhanced formats.³⁸ During the spring 2012 semester, the library developed and administered a [Library Distance Education Survey](#) to faculty teaching using Blackboard. Survey results indicated that 84% of the respondents were receptive to having library faculty customize instructions about using the RCC library resources for their course.³⁹ Based on these survey results, the library has investigated the addition of a library tab to Blackboard, and while Open Campus has indicated that funding is not available for this additional feature, the library continues to explore alternative approaches to integrating the library into online courses. Library faculty have attended workshops to investigate open source applications and strategies to improve the integration of library resources into online courses. The library added a subscription to LibGuides in 2009, which allows the library faculty to create both general research guides and custom class/subject research guides. Links to these guides are sent to faculty to include on the syllabus, class assignments, and Blackboard. As of spring 2013, 51 LibGuides have been created, which contain information on library services, research tips, and links to information sources both in print and online. The library is piloting the use of the Mediasite video platform to record and distribute on-demand videos demonstrating the use of library resources. A description of the library's previous activities related to distance education since the October 2007 visit was provided as a [supporting document](#) to the 2012 Midterm Report.⁴⁰

Labs/Learning Centers

The recent enforcement of the To-Be-Arranged (TBA) requirement by the state of California's Chancellor's Office, which requires faculty line-of-sight supervision of students attending their 18 hours of mandatory lab work, has resulted in long lines for students seeking assistance. The Writing and Reading Center (WRC), which provides mandatory labs tied to courses and open lab through enrollment in clinic courses and ILA-800, has taken steps to address the student demand. A usage study conducted in spring 2008 provided

justification for the College's strategic planning process to approve modifications that allowed the WRC to expand and encompass the entire first floor of the MLK SSC. The English department has employed strategies to distribute lab usage throughout the day/week in order to relieve congestion during peak hours and to improve access to the Writing and Reading Center. In fall 2013, the WRC implemented the WOnline web-based scheduling solution, which allows students to schedule an appointment to complete their mandatory lab hours. In winter 2014, the WRC will pilot a more effective way to schedule students by using WebAdvisor. This new approach will allow students to schedule their TBA hours during the registration process.

In summer 2013, the College renovated the MLK SSC, with funds provided by the Title V grant, to improve access to all students across the disciplines. The MLK SSC provides supplemental instruction, Tutorial Services, and access to labs and learning centers serving the Communication Studies, Computer Information Systems, English, ESL, Mathematics, and Reading disciplines.

During the 2011-2012 academic year 1,170 students received tutorial services. A [*Tutor Self evaluation and Program Evaluation*](#) is administered to tutors as a means of evaluating the services provided.⁴¹ Tutorial Services has recognized the need for additional online resources for students, and has been investigating online solutions for scheduling and tutoring for several years. Online tutoring options have proven to be cost prohibitive; however, RCC has recently evaluated the use of Blackboard as a means of providing online tutoring services and supplemental instruction to distance education students. Tutorial Services is collaborating with Open Campus to create course shells for tutoring purposes, and beginning in fall 2013 distance education students will be able to receive tutoring via Blackboard.

Actionable Improvement Plan

None

II.C.1.d

The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The Facilities department provides physical maintenance of all library and learning resources and labs/learning centers. Work orders are submitted for basic repairs and maintenance. Facilities requests that are not included in current building or remodeling projects are included on library and departmental unit plans for consideration as part of the strategic planning process.

Maintenance of the learning technologies, including computer security, is provided by a combination of College and District units including Information Services, Library Microcomputer Support, Instructional Media Center (IMC), and Disabled Students Programs and Services (DSPS). Library Microcomputer support staff maintain computer resources in the library, while Information Services maintains and updates lab/learning center computers.

The IMC provides for the maintenance and repair of audiovisual equipment across the College. DSPS attends to the assistive technologies for the library and labs/learning centers.

Security of library material and personnel is achieved by both physical and procedural means. Physical security consists of services provided by College Safety and Police, along with elements such as locking perimeter doors and alarm systems for all buildings, and locked security cables for all public computers. In addition to the above, the library facility has video monitoring equipment, a 3M material control system, access control key pads, and a badge-controlled utility elevator.

[Procedural security](#) measures include opening/closing routines, posted rules for student labs/learning center use, and written emergency/evacuation procedures. Only authorized individuals are provided with library entrance codes for access to areas containing expensive and sensitive equipment.⁴²

Self Evaluation

Library and learning support services routinely collaborate with College Safety and Police, Facilities, and Information Services to provide and maintain a safe and secure educational environment in support of student learning.

Due to the efforts of the District Emergency Planning and Preparedness Coordinator, staff members at the library are trained to serve as floor captains, with some employees having national Community Emergency Response Team (CERT) certification. Written emergency procedures are available and reviewed by building staff. There is also active participation among staff and students in California's Great Shakeout events. Other library and lab/learning center personnel are members of the campus Behavioral Intervention Resource Team (BIRT), which provides ongoing instruction and discussion about college safety, with special attention to bullying, violence prevention, and mental health issues.

The physical security measures incorporated into the library's design—including security cameras, monitors, keypads, and alarms—have been effective in preventing the theft and damage of equipment and resources. Labs/learning centers that experience heavy usage, especially at peak times during the day, closely monitor occupancy limits in the interest of hazard prevention and observance of fire code. The relocation of Tutorial Services to the MLK SSC has resolved the security concerns expressed in the 2007 self study regarding the existence of a single entrance/exit for its administrative office.

Actionable Improvement Plan

None

II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The

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

Descriptive Summary

The District's general counsel reviews all contracts, including the formal agreements and licenses that exist for the maintenance of library and learning support services equipment and services. The library contracts with Innovative Interfaces, Inc., for upgrades and maintenance of the integrated library system and the Online Computer Library Center (OCLC) for cataloging support and national interlibrary loan for District faculty and staff. Agreements also exist for the maintenance of library equipment and software, and for access to subscription online databases. The library participates in the Community College League of California (CCLC) buying consortium for subscriptions to library databases and for other discount purchasing. Service requests are documented and regularly evaluated, and concerns are immediately brought to the attention of the service provider. The Instructional Media Center (IMC) maintains contracts for production services and equipment support. The IMC contracts with Avid and StorageTek for hardware and software assurance, and it uses various music vendors for licensing of musical pieces used in support of production. The library's Dean of Instruction along with the managers of the library and IMC informally evaluate contracts on an annual basis by assessing the vendor's service performance throughout the year, and by comparing that vendor's services and fees with those provided by similar companies. While the MLK TLC may contract with some of the same vendors as the library, the lab/learning center faculty and staff independently evaluate contracts and services.

Self Evaluation

For economy of scale, the three RCCD college libraries share one integrated library system (ILS) provided by Innovative Interfaces, Inc. (III), which is located at and supported by the Riverside City College library. Under the guidance of the Technical Services/System Access Librarian, who regularly conferences with III and attends III workshops/user group meetings, library administration and faculty meet periodically to review the ILS system. In addition to staying apprised of enhancements and updates to the existing ILS system, the District libraries regularly evaluate alternative systems. In 2012, the library conducted a side-by-side comparison of the current III ILS with the newly launched OCLC WorldShare platform. Vendors provided full demonstrations of both systems, and library faculty visited Hope University in order to watch an installation of OCLC WorldShare.⁴³ While library administration and faculty across the three colleges ultimately agreed to continue the contract with III, the library reviews and evaluates III and alternative LMS platforms as part of an on-going process.

Many Library/Learning Resources contracts are unaffected by the accessibility policy and the separation into three separate colleges, so the library continues to benefit from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the library and IMC benefit from newly added features and services and make suggestions for future improvements. As a result of the evaluation process, the College acquired a new pay-for-print system that is used in the majority of the labs/learning centers.

Actionable Improvement Plan

None

II.C.2

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

Descriptive Summary

Library/Learning Resources

The Library and Instructional Media Center (IMC) evaluate services and programs on a regular basis through student and faculty/staff surveys, usage statistics, and student learning outcomes assessments. The library continuously collects and routinely analyzes statistics as indicators of how the department can best meet student needs. The library has drafted an [assessment plan](#) to document the outcomes, instruments, and methodology used to evaluate library services, instruction, and resources, and it uses this plan to establish a schedule for rotating assessments.⁴⁴

Assessment has been ongoing for many years in the library and has been traditionally tied to usage statistics and counts as reported on annual data surveys and reports. [Statistical data](#) for the library include door counts, circulation counts, database usage figures, and the number of requests for library orientations/research sessions and reference assistance.⁴⁵ Since the introduction of student learning outcomes assessment as the preferred metric for evaluating contributions to student learning, the library has extended its assessment initiatives. The library and IMC have revised student and faculty/staff surveys so that they focus on assessing use, library/IMC engagement, and student learning. The library consults with the Associate Dean, Institutional Research to review the results of the *Community College Survey of Student Engagement* (CCSSE) and the *Survey of Graduating Students* as they pertain to library services, instruction, and resources. Library and IMC faculty, staff, and administration analyze the survey results at [department meetings](#) and discuss ways to improve.⁴⁶ Key findings from library and IMC surveys conducted in spring 2013 include the following data:

RCC Library Use Survey – 359 Respondents

- Most students visit the library between 10:01 AM – 2:00 PM and stay between one and three hours;
- The top three activities are (1) Use a library computer or laptop, (2) Study or work individually, and (3) Use a printer;
- Library computers and places to work/study quietly were ranked by students as the most important library services;

- The library received the highest ratings on (1) Access to library computers, (2) Assistance at the computer help desk, (3) Space where I can work/study individually, (4) Assistance at the reference desk, and (5) Assistance at the circulation desk;
- Of the 359 respondents, 203 or 56.55% felt they had received exemplary assistance from a library staff member; and
- Of the 179 recommendations for improvement, 55 or 31% requested an increase in library operating hours.

RCC Library Faculty/Staff Survey – 92 Respondents

- The faculty/staff who visit the library most frequently do so in person;
- The most important library materials to faculty/staff are (1) books, (2) journals, and (3) article databases;
- Instructors rated the ethical use of information, citing sources, evaluating sources, and finding scholarly/appropriate information as most important to student success in courses and/or programs;
- Instructors indicated that students perform the lowest in evaluating information sources critically;
- Faculty are most satisfied with the following library services: 1) Assistance at the computer help desk, 2) Library faculty instruction, and 3) Assistance at the circulation desk; and
- Of the 28 recommendations for improvement from faculty/staff, 11 or 39% requested an increase in library operating hours, especially in the evenings and weekends.

RCC IMC Faculty/Staff Survey – 68 Respondents

- Faculty/staff primarily request IMC services by phone or email;
- The most important IMC resources to faculty/staff are (1) projection equipment, (2) video equipment, and (3) audio equipment;
- Faculty/staff believe IMC resources and services often contribute to course instruction, special events, and committees/workshops/meetings;
- Instructors believe that video resources are most important to student success in courses and/or programs;
- Faculty/staff are most satisfied with KRCC programming assistance, video/web conferencing assistance, and technical assistance with AV technology; and
- The most common suggestion for improvement was for additional IMC training/workshops on audiovisual hardware and software.

Librarians confer both at RCCD library discipline meetings and RCC library department meetings regarding the assessment of the credit and non-credit library instruction. “Assessment” is a standing agenda item for RCC library department meetings, and librarians specifically discuss the assessment results and improvement of the LIB-1: Information Competency course. Library student learning outcomes assessment updates are provided as part of the program review process in the [annual instructional unit plan](#), and course-level

assessment information is submitted to the Office of Institutional Effectiveness via Survey Monkey.⁴⁷

In spring 2013, the Office of Institutional Effectiveness provided College and discipline-specific data on student success, retention, and persistence along with standards and targets for these measures. Along with the other academic disciplines, the library staff have reviewed and discussed this data as part of the program review process, and they have developed action plans to improve student success and retention and to improve faculty/staff interaction, which was established as a College goal at the spring 2012 RCC Strategic Planning Retreat.

Labs/Learning Centers

The labs/learning centers that are directly tied to courses assess their effectiveness through student and faculty/staff surveys, confirmation slips, and the assessment of student learning outcomes in the courses they support as explained in Standard IIA: Instructional Programs. Usage data, collected using student login information via the CI Track software, is reviewed by disciplines and lab/learning center faculty and staff to evaluate demand and access.

Tutorial Services, available to RCC students only, are provided for those courses/subjects for which tutors are available. A Tutor Self Evaluation and a Program Evaluation are administered to tutors as a means of evaluating the services provided. Tutorial Services maintains annual statistics on the number of tutees, tutors, tutoring hours, and the subjects available.

Self Evaluation

Library/Learning Resources

The library and Instructional Media Center (IMC) have made significant progress in further developing assessment instruments and using assessment data to evaluate and improve instruction, resources, and services on an on-going basis. Library/Learning Resources is refining the assessment plan to provide a comprehensive framework for all departmental assessment activities. Recommendations for improvement informed by the spring 2013 library and IMC survey results are scheduled for further discussion and implementation beginning in fall 2013. Data provided by the Office of Institutional Effectiveness on student success, retention, and persistence allow the library to integrate departmental planning with College planning. The library is using data related to College standards and targets to inform action plans as part of the program review and strategic planning processes.

The results of the assessment of the [LIB-1 course](#) in 2012 clearly indicate that students are achieving the four learning outcomes assessed by the common final exam.⁴⁸ Students perform at the level of “Needs Minor Improvement” or “Meets Expectations” on the common final exercises at a rate of 83% or higher. Following the analysis of the 2012 LIB-1 assessment data, library faculty are offering improved instruction in the area where students had the most difficulty, MLA citations. The librarians have discussed ways to improve instruction in bibliographic records. Library faculty have also discussed ways to reinforce

the importance of documenting and citing information and to highlight those library databases that can automatically generate citations.

Labs/Learning Centers

Significant discussion of methods for evaluating instruction and services in the labs/learning centers has taken place at department meetings, lab/learning center advisory meetings, and Riverside Assessment Committee meetings. As a result, many labs/learning centers use surveys and evaluation forms in addition to the associated course assessments. Students are also asked for feedback on the labs/learning centers on instructor surveys as part of the faculty improvement of instruction and tenure review process. Tutorial Services is updating the tutoring evaluation forms and investigating online deployment in order to improve form distribution and data collection.

Actionable Improvement Plan

None

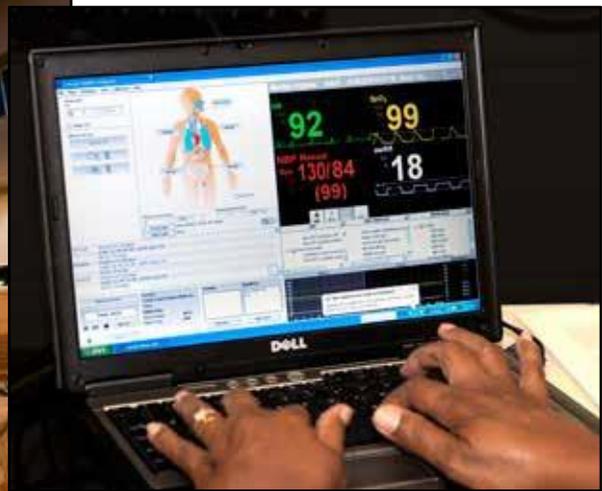
Evidence

- ¹ [Accreditation Survey 2013, Results for Library and IMC Questions.](#)
- ² [Riverside Community College District Function Map.](#)
- ³ [Riverside Community College District Libraries Shared Functions and Personnel.](#)
- ⁴ [California Community College Library and Learning Resources Annual Data Survey, 2010-2012.](#)
- ⁵ [Databases A-Z on the library web site.](#)
- ⁶ [Library Collection Development Policy.](#)
- ⁷ [Sample Library Liaisons Memo.](#)
- ⁸ [IMC Multimedia Request Form on IMC web site.](#)
- ⁹ [ACTPIS Meeting Minutes, April 18, 2013.](#)
- ¹⁰ [ACTPIS Charge.](#)
- ¹¹ [Memorandum from CCL President Jim Matthews RE: TTIP and database funding, July 23, 2009.](#)
- ¹² [RCC Instructional Unit Plan 2012-2013, Library/Learning Resources.](#)
- ¹³ [Library Book and Media Revised Budgets 2005-2013.](#)
- ¹⁴ See the [Two-Year Allocations](#) by department document.
- ¹⁵ [Discipline Lab/Learning Center Questionnaire for Library Media Production Center.](#)
- ¹⁶ [General Education Student Learning Outcomes for Academic and Vocational Degree Programs, 2006.](#)
- ¹⁷ [RCCD General Education Program Student Learning Outcomes, Revised 2012.](#)
- ¹⁸ [LIB-1](#) course outline of record.
- ¹⁹ [ENG-1B](#) and [COM-1](#) course outlines of record.
- ²⁰ [Class/Subject Guides on the library web site.](#)
- ²¹ [Mediasite login instructions.](#)
- ²² [Reference Desk Transactions tally sheet.](#)
- ²³ [Memorandum from RCCD Chancellor Gregory Gray RE: Library Resources and Distribution, April 16, 2010.](#)
- ²⁴ [Student success and retention rates for the library; RCC Library Action Plan, Success and Retention: LIB-1.](#)
- ²⁵ [Library orientations/research sessions statistics.](#)
- ²⁶ [RCC Library Action Plan, Success and Retention: Library and Instructional Videos.](#)
- ²⁷ [RCC Library Reference Transactions, spring 2012 to spring 2013.](#)
- ²⁸ [Judging Instructions: RCC Intramural Tournament.](#)
- ²⁹ [RCC Library Action Plan, Student/Faculty Interaction: Embedded Librarians.](#)
- ³⁰ [RCCD Board of Trustees Policy Manual, 4040 Library and Other Instructional Support Services.](#)
- ³¹ [Library web site.](#)
- ³² [Instructional Media Center web site.](#)
- ³³ [Library Guidelines for Patrons with Disabilities.](#)
- ³⁴ [RCCD Board of Trustees Policy Manual, 6365 Contracts – Accessibility of Information Technology.](#)
- ³⁵ [Library/Learning Resources Human Resources Budget Reductions – 2008-2013.](#)
- ³⁶ [RCC Library Use Survey 2013; RCC Library Faculty/Staff Survey 2013.](#)

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- ³⁷ [Library Comprehensive Instructional Program Review 2010.](#)
- ³⁸ [Library Services and Resources, Online Blackboard Academy.](#)
- ³⁹ [Library Distance Education Survey.](#)
- ⁴⁰ 2012 Mid-Term Report [Supporting Document, Report from the Library/Learning Resources Faculty.](#)
- ⁴¹ [Tutor Self Evaluation and Program Evaluation.](#)
- ⁴² [Digital Library/Learning Resource Center Emergency Evacuation Plan.](#)
- ⁴³ [RCCD Library/Learning Resources Discipline Meeting Minutes, March 28, 2012.](#)
- ⁴⁴ [RCC Library/Learning Resources Assessment Plan.](#)
- ⁴⁵ [RCC Library Statistics.](#)
- ⁴⁶ [Library/Learning Resources Meeting Minutes, May 30, 2013.](#)
- ⁴⁷ [RCC Instructional Unit Plan 2012-2013](#), Library/Learning Resources, Section B. Student Learning Outcomes Assessment and Update.
- ⁴⁸ [Review the 2012 assessment results for LIB-1.](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.



III.A. Human Resources

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

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

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

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Riverside City College and the Riverside Community College District work together to assure the integrity and quality of student learning programs and services by using a common policy, administered by a centralized human resource department, for hiring

and evaluating all categories of employees. The District Diversity and Human Resources centralized operations include the following:

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

In addition to the centralized functions, the District Diversity and Human Resources department delivers the following services to the College:

- An on-campus HR analyst to advise campus leadership and the College's HR Strategic Planning Advisory Committee;
- Accessible online tools, including forms for employees, automated workflow, and a manager's tool kit; and
- Trained EEO coordinators to observe and monitor the recruiting and hiring processes and to offer HR training in conjunction with Academic Senates.

Riverside City College identifies its human resource needs through its [program review process](#), its strategic planning initiatives, and its [Educational Master Plan](#).¹ The College follows District [procedures](#) to ensure recruitment, selection, and hiring of the most qualified personnel to help achieve the College's broad educational mission and purpose.² Further, in keeping with the RCC mission statement and goals for promoting community and global awareness and its commitment to diversity (BP7100), the centralized processes help to ensure diversity in screening committee membership and, as a result, the diversity of perspectives in the assessment of applicants. All recruitment and hiring procedures have been collected and formalized as part of official Board Policy and Administrative Procedures. These procedures include separate a process for hiring administrative positions, the presidents of the colleges, and the Chancellor (BP 7120a for administrative positions; 7121 for the college presidents; and 2431 for the Chancellor). Board Policy 7120, Recruitment and Hiring, provides basic regulations for employment and delineates specific administrative procedures for selection of

classified and classified confidential staff (7120b); full-time faculty (7120c), part-time faculty (7120d); and temporary/casual long-term faculty (7120e).

The institution clearly identifies publicly the criteria, qualifications, and procedures for selection of personnel. Appropriate personnel review any brochures or flyers containing a job definition, duties and responsibilities, qualifications, conditions of employment, and application procedures with deadlines are published for all [available positions](#) before the College publishes them. For faculty positions, the subject matter experts in the affected department or discipline review and/or revise the job descriptions.³ The appropriate administrator reviews classified staff job descriptions. The District advertises job vacancies for all positions, both for promotion/transfer opportunities, and clearly states the job criteria, which is developed from the standard job description of record. The primary criteria for employment are training, experience, and ability to perform the job.

Depending on the position type, the College forms a screening committee. The screening/search committee, formed in accordance with the board policy/administrative procedure for each employee type (with consideration given to diversity and equity), reviews the job announcement and then the applications for employment. The District director of Diversity, Equity and Compliance reviews the composition of the committee to ensure compliance with [District policies](#). The search committee selects candidates for first round interviews after a comprehensive review of written materials, which typically include an electronically signed employment application, cover letter, resume, reference letters, and educational transcripts, submitted by the applicant. Additional materials, such as sample exams or syllabi, may be required in the application process. The screening committee reviews applications, identifies individuals to be interviewed, and subsequently conducts first level interviews.⁴

The Diversity and Human Resources office provides EEO/Interview protocol training for the search committee members, prior to their participation on the committee, to ensure that they provide fair and thorough applicant screening and that the interview and selection processes conform to principles of equal employment opportunity (EEO). In addition, an [Equity Monitors program](#) has been developed to provide additional [training](#) to employees who wish to serve as equity monitors on search committees.⁵

As part of the process, the District director of Diversity, Equity and Compliance reviews the applicant pool, as well as the list of candidates who are selected for first level interviews, to ensure that a diversified pool of applicants exists. If diversification is not achieved in the applicant pool, a District Human Resources designee monitors the diversity protocols that may be used prior to the continuation of the process. A select number of qualified, diverse candidates, screened from the initial pool of eligible applicants, are invited for a personal interview, at their expense. Contingent faculty hiring procedures are outlined in the BP 7120.

In order to be employed, the applicant must fulfill the following requirements:

- Be a citizen of the United States or have a work permit from the United States Citizenship and Immigration Services;

- Be able to understand written and oral instructions in English;
- Be willing to be fingerprinted at District expense (BP 7120);
- Not have been convicted of a sex offense or determined to be a sexual psychopath or not have been convicted of using, possessing, or selling a controlled substance offense (Education Code § 88022-23);
- Be willing to undergo a physical examination by a doctor of the District's choice (if required, this examination shall be at District expense BP7120 and Ed. Code §88021); and
- Meet all job standards and qualifications required by the District as posted on job announcements.

When a position vacancy occurs at any college location or site, the District announces the position internally before it initiates an outside search. The procedure involving a request for transfer is specified in Article XVI of the current [faculty contract](#).⁶ The classified staff also has an agreement for transfer opportunities before a search begins.⁷ All faculty and academic administrators must meet the minimum qualifications to teach in California community colleges. If a degree is from a college or university outside of the United States, a professional evaluation agency assesses the transcripts and offers an opinion of the U.S. degree equivalency. Among those generally used is International Education Research Foundation. The District has an equivalency process in place. (See Board Policy 7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies.)

Board Policy 7150 and Administrative Procedure 7150 specify the evaluation procedures for all categories of employees. All faculty evaluations are governed by the *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2007-2010*, Article XI. The agreement specifies the purpose, frequency, and procedures of evaluation for all [faculty contract](#), regular, and part-time.⁸ Guidelines for evaluating staff (full-time and permanent part-time classified) are delineated in the [CSEA contract](#).⁹ Confidential staff members are evaluated following the procedures as delineated in the Confidential-Classified Handbook. Management employees are evaluated using the procedures outlined in the new management evaluation process.¹⁰ Board Policy 7155 delineates the evaluation process for the president, and Board Policy 2435 outlines the process for evaluating the chancellor.

As a mandatory part of the faculty evaluation process, the evaluation committee reviews the syllabi, which include the student learning outcomes for each course the faculty member teaches. The faculty evaluations must include a review of how well faculty adhere to the course outline of record, each of which specifies the student learning outcomes for that course, and may include the faculty member's participation in student learning outcome assessment.

Board Policy 3050, Institutional Code of Professional Ethics — as well as other more specific policies, such as BP 7310 Nepotism, BP 7371 Personal Use of Public Resources, BP 4220 Standards of Scholarship, BP 3510 Workplace Violence and Safety, BP 3750 Use of Copyrighted Material and BP 7370 Political Activity — outlines the standards of ethical behavior for employees. Moreover, the Board of Trustees has policies in place that govern

the conduct of Board members (BP 2715 Code of Ethics and BP 2710 Conflict of Interest). The Riverside City College Academic Senate has also adopted a “Faculty Ethics Statement,” which is posted on the academic senate web site.

Self Evaluation

The District and the College have clear hiring and evaluation procedures in place for all categories of employees. These processes are used effectively to evaluate employees. Moreover, in response to District Recommendation 4, the 2009 follow-up team concluded that the District had fully implemented the recommendation concerning the selection procedures for the presidents and chancellor. The administration, Academic Senate, departments, and appropriate bargaining units work together to ensure that the institution employs qualified personnel to support student learning programs and services. Further, the College utilizes “administrative procedures” (AP) to implement Board Policies (BP) that clearly specify personnel selection procedures for all categories of employees. The procedures include input from appropriate college/campus constituent groups; this has been strengthened with the developed CEO selection procedures to hire the chancellor and college presidents.

In the area of management evaluation, some concerns existed. Assembly Bill 1725, section (4)(o)(3) defines skilled administrators as employees “who can lead, organize, plan, and supervise; who understand the needs of faculty and the learning process; and who value institutional governance based upon a genuine sharing of responsibility with faculty colleagues.” A California State Academic Senate paper, “Toward a Model Academic Administrator Evaluation Policy,” argues that “representatives of the faculty and other employees whose circumstances at work will be directly affected by the employment of the administrator should participate effectively in all phases of the evaluation process.” The College has addressed the concern that “managers usually evaluate one another and that input from other college constituent groups is rare” (Visiting [Team Evaluation Report 2007](#), p.47¹¹). A [revised process](#), implemented on July 1, 2013, with training provided for management, requires that the manager under evaluation “provide the evaluation manager with a preliminary list of those with whom he/she interacts with on a regular basis.” The evaluations manager will select from this list “four (4) to six (6) names for the peer evaluation” component of the process. The revised management evaluations process will be re-assessed within two to three years.¹²

The District provides evaluation training for managers and supervisors. Training is available on an as-needed basis. New managers receive training to ensure they are properly informed on evaluation procedures, timelines, and forms.¹³

The Riverside City College Assessment Committee (RAC) facilitates student learning outcomes assessment at the classroom, course, program, and institutional levels. While the RAC has encouraged instructors to use assessment information for self-improvement, it has consistently advocated “a separation of outcomes assessment results from formal evaluation processes.”¹⁴ Hence, RCC's approach to achieving progress toward meeting student learning outcomes is predicated on the conviction that faculty will participate most enthusiastically and productively if their employment is not placed at risk by their willingness to discuss their

successes and their challenges in the classroom. Institutional dialogue regarding progress with SLOs occurs primarily in discipline dialogue and during the program review process.

The Agreement between the Riverside Community College District and the Riverside Community College District Faculty Association CCA/CTA/NEA 2007-10 (extended again in 2013), for contract and regular faculty evaluations, states that “the review may include, but is not limited to . . . participation in student learning outcomes assessment processes (SLO assessment results for individual instructors will not be included),” and the evaluation checklist utilized by the administrator assigned to each faculty member’s evaluation includes this component. Hence, participation in outcomes assessment is often discussed among colleagues in faculty evaluation meetings, and how faculty members have used assessment results may be part of the dialogue. In addition, the [CTA Contract](#) specifies for contract, regular, and part-time faculty that the evaluation process include the “review of faculty syllabi as a mandatory component.”¹⁵ Both the administrator and faculty peers involved in the faculty evaluation process review the syllabi to ensure that they identify the course SLOs from the official course outline of record and that the course content identified in the syllabi appropriately conveys the SLOs. The [standardized evaluation forms](#) for contract, regular, and part-time faculty ensure the review of syllabi for SLOs and other pertinent information.¹⁶ Since the majority of the faculty serving on tenure and improvement of instruction committees and evaluating part-time faculty are colleagues from the discipline, informal discussion on achieving student learning outcomes is implicitly present in the evaluation procedures used for both full-time and part-time faculty. Faculty members may choose to include a discussion of achieving SLOs in a self evaluation. Moreover, meaningful and ongoing dialogue regarding assessment results and improvement of student learning is held among discipline and department colleagues and is formalized in [program review](#) and [unit plan reports](#).¹⁷

Riverside City College strives to create an environment in which integrity, ethics, and professionalism are key ingredients of management policy and practice. These goals are embodied in the RCC values and in District policies and procedures. The Academic Senate [Code of Ethics](#) for faculty was adapted from the AAUP Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968).¹⁸ During the 2012-13 academic year, the District Diversity Committee began a “Respect Campaign” to emphasize civility. Riverside City College implemented this program with the full support of the administration, the Academic Senate, and the classified staff.¹⁹

The District also has policies, procedures, and practices in effect to ensure professional ethics standards for all personnel in the areas of nondiscrimination: BP 3410, Nondiscrimination; BP/AP 3430, Prohibition of Sexual Harassment and Retaliation; BP 7120, Recruitment and Hiring, and BP 3435, Handling Complaints of Unlawful Discrimination, Harassment or Retaliation. All District employees (classified staff, confidential, and management) are aware of and adhere to these policies. District personnel and consultants conduct extensive employee training throughout the year to apprise staff of compliance issues, changes and updates, or applications of the policies in workplace settings. Both the Management and Classified staff have handbooks. The Disciplinary Action section of the [Management Handbook](#) states, “Management employees are expected to maintain standards of conduct

appropriate to the profession of educational administration.”²⁰ Although stated differently, the [Classified Handbook](#) references those actions that would be considered “to be in violation of professional standards that must be maintained by all college personnel...”²¹

Board Policy [2710](#) and [2712](#) deals effectively with the Fair Political Practices Commission Conflict of Interest Code and the filing of Statements of Economic Interest. This Policy is updated on an annual basis. Board Policy [2715](#), Code of Ethics/Standards of Practice, was adopted in August 2005 and revised and approved again on May 15, 2007.²²

In special circumstances, the District and the College adhere to other codes of conduct. For example, the College Safety and Police department abides by AB301 of the California Peace Standards. [Additional codes of conduct](#) which a sworn California Peace officer must follow include: [Government Code Section 3301](#). Every person who is currently employed as a peace officer is entitled to the protections of the Bill of Rights Act.²³

The College is committed to and expects that all institutional employees operate with the highest level of professionalism, ethics, and integrity. Training of faculty, staff, and administrators is provided by appropriate personnel to ensure professional ethics are upheld in the areas of recruitment and hiring, nondiscrimination, sexual harassment prevention, and conflict of interest prevention. In addition, a civility policy is currently being written by the District Chancellor’s office to be reviewed and voted upon by all District constituencies.

Actionable Improvement Plan

None

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

Riverside City College determines its staffing needs as part of the program review process. Each unit offers a rationale for its staffing needs as part of the annual Unit Plan review process, which, for the instructional areas, implements the planning component of the Comprehensive Program Review.

The assessment of new faculty requests follows a specific process. Through the annual Instructional Unit Plan (IUP) review process, disciplines assess their full-time faculty needs by reviewing student population, environmental scans, retirements/replacements, faculty load; by making correlations with Strategic Planning goals and strategies and the discipline’s Comprehensive Program Review; and then by submitting those requests using the rubric that is part of the Unit Plan template. The faculty requests are then placed within the Midrange Financial Plan for review as well as distributed to the Academic Planning Council (APC). A sub-committee of the APC (with faculty members representing the five academic divisions

and supported by an administrator) reviews and prioritizes the discipline faculty requests using a pre-determined rubric, submit the recommendation to the APC for a vote, which, in turn, is submitted to the Academic Senate for review and vote. The recommendation is then forwarded to the president.

For the years prior to 2010, the District reported the head count data for faculty as a single-college district. Now the College reports the number of faculty in several different ways, including the number of faculty based on teaching load. The following table indicates Riverside City College’s instructional load by category. However, this chart does not include non-instructional faculty such as counselors, librarians, or student activity coordinators (unless those faculty have an actual teaching assignment) or any faculty with non-instructional reassigned times, such as department chairs.

Term	Sections	Contract Load	Overload	PT Load	Total Load
Fall 08	1920	190.3627	50.1640	205.4505	445.9774
Fall 09	1710	187.7726	46.9950	178.2359	413.2776
Fall 10	1526	180.4661	48.0885	170.7636	404.0270
Fall 11	1367	170.7564	44.8614	150.6852	367.9793
Fall 12	1317	166.8188	42.7555	138.5288	348.1035
Fall 13*	1419	159.9200	42.3900	134.7700	337.0900

Another snapshot from the California Community Colleges Chancellor’s website (2009-2010, 2010-2011 Full-Time Faculty Obligation section) indicates that while the number of faculty continued to decrease, the number of Educational Administrators increased by 5.8% as well as Classified Support Staff by 14.3%. The Report on Staffing for Fall 2011 indicates that the FTE for Educational Administrators was 11.0 or 20% of the total for the District, compared to 34.8% for Riverside City College, 22% for Norco College, and 22% for Moreno Valley College. Classified Support Staff was reported at 113.6 or 21% for the District compared to 47% for Riverside City College, 16% for Norco College, and 15% for Moreno Valley College.

From 2008 through 2013, the Riverside City College hired 41 full-time tenure-track faculty, 21 of which were hired in 2008, 10 in 2009, 1 in 2010, 4 in 2011, 1 in 2012, and 4 in 2013. From 2008 through 2013, 55 full-time faculty separations from the College occurred, 34 of whom sought retirement through the Early Retirement Initiative or a general retirement; the remaining 21 faculty members were in one semester/year temporary positions, or they resigned, died, worked in positions no longer funded, or were terminated.

The state Chancellor’s office received the following overall employment patterns for the District:

Head Count – District			
	Fall 2009	Fall 2010	Fall 2011
Ed Admin	55	55	55
Tenure-track	372	367	359
Part-time Faculty	1069	995	892
Classified Support	526	556	593

A more recent snapshot of the employment patterns in the District and at the College are as follows:

March 6, 2013	TOTAL	DIST	MVC	NC	RCC
Total Full-Time Faculty (Instructional and Non-Instructional)	354	0	76	66	212
Total Part-Time Faculty (Instructional and Non-Instructional)*	871	0	240	188	443
Total Management	125	41	22	23	39
Total Classified (Full-Time and Permanent Part-Time)	525	95	90	90	250
Total Confidential	21	18	1	1	1

***TOTAL COUNT: Only employees hired exclusively as part-time instructors are included in the Total count for part-time faculty (and if teaching at two/three colleges, they are only counted once in the Total count). Other employees (classified, managers, etc.) teaching part-time are already counted in the Total counts under their primary assignment and not under part-time faculty.**

COLLEGE COUNT: Includes all employee types with an assignment at each college.

However, a more recent count ([July 2013](#)) of the number of full-time faculty at Riverside City College breaks down the numbers as follows: Tenure Track 4, Tenured 198, Total 202. Of the full-time faculty, 65 or 32% have terminal degrees (doctorates).²⁴

Non-instructional units assess staffing needs each year through their unit plan and request new positions through the budgetary program review process. Each non-instructional department reviews growth and determines additional positions needed to meet departmental responsibilities. These position requests are reviewed, prioritized, and submitted to the Budget Prioritization Committee and to the president. Due to funding issues and District directives, the College had been under a “hiring freeze.” Only very crucial positions were filled. Because of the hiring freeze, the College president, pending budget dollars available, forwards to the District chancellor a request for final approval. Once the chancellor has

authorized a vacant or new position to be filled, the hiring department must submit a request that starts the hiring process by setting up the request via the online applicant tracking system. Effective in July 2013, as a principle of the revised District Budget Allocation Model, the College, based on its allocated budget, determines the number of personnel it hires. All employees hired by the College must meet the required qualifications for the position.

In July 2010, and to enforce Ed Code regulations, many positions that had been classified incorrectly as short-term were converted to classified positions; this change resulted in a substantial decrease of “short-term” employees and an increase in the number of classified bargaining unit employees. Most of these positions were filled as permanent part time rather than as full time.

The College continues to hire short-term employees to perform non-bargaining unit work, such as grant funded or seasonal work, on an as needed, temporary basis upon the completion of which the service or similar service will not be extended or needed on a continuing basis. The College also hires a substitute employee for temporary employment to replace a classified employee who is temporarily absent from duty or to cover for an approved-for-hire vacant position.

A classification and compensation study of all management and classified (including confidential) positions was performed by Kuhn and Associates and completed by The Hay Group. A committee composed of management and classified staff initially worked with Kuhn in this study. The committee was charged with the responsibility of grading various aspects of each employee’s job description. The information used was based on the input on position description questionnaires provided by employees. Also, a salary survey questionnaire was sent to several neighboring community colleges. Once the grading of positions was completed, a report was given to the Board of Trustees and full implementation occurred in the fall 2009.

Self Evaluation

The data used to provide analysis of whether the “institution maintains a sufficient number of” faculty, staff, and administrators present difficulties in that some of the data reporting is based on different labeling (state versus District labeling and state categories of groups— e.g., full-time faculty only includes tenure-track faculty; temporary full-time faculty or full-time categorically funded positions are considered part-time faculty by the state, but not by the District).

One way to evaluate whether or not the College has a sufficient number of faculty is to evaluate the data on faculty load. The data on faculty load (see chart above in the summary) indicate a correlation to the budget crisis that the College has faced since 2008. Full-time faculty load decreased by 24.4% from fall 2008 until fall 2013.* (Note that the fall 2013 is the scheduled load, not actual). In fall 2008, the full-time faculty contract load was 42.7% of the total load; in fall 2013 full-time contract load is 47.4% of the total load. Since fall 2008, the part-time faculty load has decreased by 34.4%. Also, the Full-time Faculty Obligation

Report of 10/17/11 indicates that by fall 2010, the District reported the full-time faculty percentage at 51.29%, which is 5.8% below the state average of 56.87%. In the 7/12/11 report, the District reported the full-time faculty percentage at 56.25%, 1.39% below the state average of 57.64%. These figures, however, include full-time faculty teaching courses as overload (i.e., as part-time faculty). As the College reduced sections, it eliminated a number of part-time faculty positions (over 108.9 full-time equivalent faculty from 2008-2013); the College also lost more than 30.4 full-time equivalent faculty teaching contractual assignments. While these reductions have improved the full-time/part-time ratio at the College, the District still falls below the state-wide average of 57.64% (reported to the state as a district, not a college). Even with these reductions, the District still met its full-time faculty obligation.

All three colleges in the Riverside Community College District have felt the constraints caused by the budget crisis since 2008. In [2008-09](#), the state funded 27,009.50 credit FTES for the District; the projected state funding for [2012-13](#) is 24,737.57 FTES, a loss of 8.4%. As full-time faculty retired or separated from the College, few if any replacements have occurred. Riverside has lost 43 [full-time faculty](#) members since 2009 (202 in fall 2013 from 246 in fall 2009).²⁵ Another concern is that, despite the move to three accredited colleges, complete autonomy in terms of hiring has not been achieved. Even in 2013-14, final approval for faculty resided at the District. However, one of the [principles](#) embedded in the revised Budget Allocation Model (2013) gives each college or District entity authority to hire faculty, staff, or administration as long as the college or entity has sufficient funds within its allocated budget to meet the expense of additional personnel.²⁶ This change will give the College more autonomy in its personnel decisions.

Other ways to reflect on whether or not the College has a sufficient number of full-time faculty exist as well. For example, within the District, Riverside City College has the largest complement of full-time faculty, in raw numbers, as a percentage in the District, and as a ratio of FTEF to FTES. Reported on the CCC Chancellor's website fall 2011: RCC was at 258.4 or 60% FTE; Moreno Valley was at 81.1 or 19% FTE; Norco was at 86.7 or 20.3% FTE. Also, the amount of money spent on full-time faculty as a percentage of its general fund expenditures offers a perspective. In FY 2010-11, the College spent \$17,512,492 of \$67,878,971 or 25.8% of its Fund 1000 budget on full-time faculty salaries; in FY 2011-12, \$16,668,076 of \$63,682,060 or 26.2%; in FY 2012-13, \$16,288,086 of \$62,969,605 or 25.9%; and in the current FY 2013-14, the College allocated \$16,413,925 of \$67,712,362 or 24.2% of its Fund 1000 expenditures to full-time faculty salaries. The budgeted amount for full-time faculty salaries as a percentage of the general fund has been reduced by 1.6% from FY 2010-11 to FY 2013-14.

In addition to a full teaching load, full-time faculty, as part of their contractual responsibilities, complete discipline work such as updating course outlines of record, curriculum revision, program review, and developing assessment plans. Additionally, all full-time faculty serve on committees such as, but not limited to, one of the strategic planning councils or the Academic Senate. It is not uncommon for full-time faculty to serve on multiple major committees. Serving the many needs of the College community requires more faculty members to distribute the load more equitably; fewer full-time faculty make the

workload more profuse. With the loss of 43 full-time faculty members since 2009, many of whom were senior faculty, the work on assessment, governance, and strategic planning, which continues in spite of the budget shortfalls and cuts to classes, has fallen to a smaller group of faculty and staff. The [Accreditation Survey 2013](#) clearly indicated that 48% of the full-time faculty disagree and 18.8% strongly disagree that the College has “a sufficient number of full-time faculty to support college programs.”²⁷

Even though the District continues to meet its state full-time faculty obligation, in fall 2011, full-time faculty only taught 47.1% of the classes as part of their contractual load. In fall 2013, full-time faculty are scheduled to teach only 47.4% as part of their contractual load. Full-time faculty taught an additional 12.4% of the courses as an overload assignment, which should be considered part of the part-time percentage. Part-time faculty taught 40.5% of the classes taught at the College. Also, in spring 2013, over 19 full-time equivalent faculty have reassigned time outside of the classroom for either contractual or non-contractual non-teaching duties.²⁸ This reassignment requires part-time faculty to teach the classes that the full-time faculty do not teach as a result of the non-teaching responsibilities. Moreover, the state full-time faculty obligation requirement is not college specific; it is a District number. As growth or restoration money occurs, the District’s full-time obligation also increases. How the District monitors its full-time faculty obligation as the three colleges take responsibility for their separate staffing needs as part of the revised Budget Allocation Model requires coordination and planning among the three colleges and the District. An increase in the number of full-time faculty at the College as growth and restoration money increases will require coordinated planning at the College, particularly as the College develops its new educational strategies that emphasize transfer, career/technical, and pre-collegiate pathways. Also, the new emphasis on faculty advisors for students involved in these pathways makes the hiring of more full-time faculty and counselors paramount.

After the implementation of the Hay Study, a Grading Committee was created to continue to review and evaluate job descriptions for new positions and changes to existing job descriptions to ensure classification and compensation is consistent and justifiable. Hiring of staff has continued to occur over the past several years, although a reduction in hiring has been evident. In fact, the District has increased the number of classified positions since 2009 (526 in fall 2009 to 593 in fall 2011); however, most of this increase is due to the re-classification of employees to permanent part-time. In spite of these increases, the number of facilities support staff at the College fails to meet the standards established by the [Maintenance and Operations Task Force in 2008](#).²⁹ (See Standard IIIB discussion as well.) The [Accreditation Survey 2013](#) indicates that 34.6% disagree and 34.6% strongly disagree that the College has “sufficient numbers of support staff to support college services.” However, 72.7% of management, 80% of the full-time faculty, and 65.4% of the full-time classified staff agree or strongly agree that the College has “sufficient numbers of administrators to support college programs and services.”³⁰

Due to budget constraints and reorganizations, management has, at times, opted not to immediately fill vacant classified employee positions. The administration has opted to fill some positions on a temporary basis. Specific examples include, but are not limited to, Administrative Assistants III reassigned to Administrative Assistants IV and Clerk Typist

reassigned to an IDS position. Both of these examples include differential pay. There is no set process for temporary reassignments, and they are allowed due to the “Right of Assignment” by management in the CSEA contract.

Several college programs have been significantly affected by the budget crisis. The following three programs provide examples:

- Disabled Students Programs and Services (DSPS): The College has seen a dramatic increase in the number of classes that require interpreting/captioning services. Historically, services for the Deaf and Hard of Hearing (DHH) population are the most expensive provided by the DSPS office. At the same time, the department has seen a steady decline in the number of interpreters available to cover these courses. For example, in spring 2011 there were 152 class needs and 32 interpreters to cover them. In spring 2012 the class needs skyrocketed to 189 and the available interpreters went down to 28. The DSPS workload has increased because of an increase in the numbers of students served and the demand for unique services and accommodations (i.e., interpreting and captioning). The number of positions frozen or lost due to budget cuts, the positions lost to retirements that were left unfilled, and reduced adjunct faculty funds directly impact services that can be provided over summer months and winter intercession. Data clearly demonstrate a growth in DSPS student enrollment over the past five years. At Riverside City College, even though the College reduced the number of sections and, consequently the number of students attending each semester, DSPS had 296 additional students in 2011-12 and 154 in 2012-13 since 2009, the first year that the College reported disaggregated statistics.³¹ This has put a dramatic strain on the ability of DSPS to cover not just class needs, but also one-time needs such as appointments and tutoring sessions. Also, the District pays less than most neighboring colleges/agencies for qualified interpreters, which puts the College at risk of not being able to meet its expanding DHH needs.³²
- Library/Learning Resources: The opening of the new Math and Sciences and Nursing buildings right next to the library has increased the number of people entering the library. Following the opening of the new buildings, the door count for the library went up to 39,598 for the month of February 2012 compared to 34,813 for the same period in 2011 despite the reduction in course offerings College wide. The additional traffic has led to corresponding increases in the demand for services and instruction at the library circulation desk, computer help desk, and reference desk. As the result of the library’s outreach and collaboration with other departments/units, there has also been an increase in the number of groups, such as kinesiology and music, using instructional classroom space in the library for academic purposes. Due to the decrease in funding caused by the budget crisis but the increase in demand for services, the need for hiring new staff members or re-establishing previous staff positions in these areas must be reviewed and addressed. For example, during winter 2012, one full-time library clerk position was transferred to Norco College, but the District has no plans to replace this position. The Library Systems Coordinator (full-time) was traded to District Information Services for a Library Network Specialist (part-time) that was subsequently taken away due to [RCC budget reductions](#). The

library also lost two part-time library clerks in July 2012. The College has problems absorbing these losses due to the increase in library patronage and demand for services. Also, despite the increased workload, the IMC has not received any additional staffing and has lost one full-time staff position due to budget cuts. In fact, the library budget has been reduced \$211,288 since the 2009-10 academic year.³³

- The opening of the two new buildings with state-of-the-art instructional technology has also put additional demands on the Instructional Media Center (IMC) staff members, who support the presentation technology in the classroom. The District has relied more heavily on the IMC for instructional support, and Diversity and Human Resources has increased the number of interviews that are being conducted via video conferencing, and Strategic Communications and Relations has requested assistance with a greater number of projects. Adding to those demands, the audiovisual component of the Wheelock Gym renovations, initiatives associated with the new Title V grant, and proposed changes to the operation and structure of the Martin Luther King, Jr. Teaching and Learning Center have impacted the workload for the IMC.
- Counseling Department and Services: “In 1965, the National Committee for Appraisal and Development of Junior College Student Personnel Programs in a Carnegie report recognized counseling as an essential service that must be provided to students. The report indicated that counseling and instruction are of equal importance in educating junior college students, more so than at any other level of education. The Carnegie Report defined the ideal ratio of 1:300, not to exceed one counselor per every 500 students, based upon a comprehensive counseling model in which counselors counsel students and perform other functions in addition to advisement. The California Community Colleges Data Mart reported in 2010-2011, the FTES at Riverside City College at 16,242. During that time 8.7 faculty counselors were available to provide counseling related services to RCC students; this reflects a faculty counselor to FTES ratio of 1:1,867. In addition, in 2011-12, the FTES at Riverside City College was reported at 14,890 with the same counselor number of 8.7, resulting in a faculty counselor to FTES ratio of 1:1,712. The counseling faculty provide services to all students, including students served by categorical programs. Due to budget constraints and reorganization, management has, at times, opted not to immediately fill vacant counseling faculty positions. However, due to the new legislative priorities and the student success scorecard as well as the College’s new emphasis on pathways, additional counseling faculty are needed to provide these services. Title V section 58732 Credit Student Services Standards addresses program-based funding specifications that may be used to calculate the number of counselors needed at the community colleges. Using the standards provided under this section, the Task Force calculated that a Counselor/student ratio of 1:900 would comply with Title V standards. If the College calculated the counselor/student ratio by semester, then the ratio would meet the standard. For example, in fall 2013, the College FTES target was 6,192.90. If this is divided by 8.7, then the ratio of counselor to the FTES is 711.8. However, 6,192.90 is an equivalent number. At census, the actual number of students enrolled by head count for fall was 19,092, and

the ratio is one counselor for every 2,194 students enrolled at the College. This regulation, however, is currently not enforced because all the Program Based Funding standards have not been forthcoming from the legislature. At this time Riverside City College has 9 general counselors to work with the entire student population although some counseling time serves special programs, such as EOPS, DSPS, and Puente. Counselors also have other duties to perform including the department chair, Transfer Center, Career Center, and articulation that require time away from general counseling duties.

- Facilities and Maintenance Department: The current maintenance, grounds, and custodial staff have faced a number of staff vacancies due to budget cuts. The department has 3 grounds persons, 3 maintenance mechanics, and 7 custodian positions unfilled. Request for additional full-time and part-time staff or management were made through the Maintenance and Operations: Trades Department's Annual Administrative Unit Plan. An [analysis](#) of the District standards for grounds, custodial, and maintenance staff indicates that the College has a sufficient number of grounds personnel, but has significant shortages in custodial and maintenance personnel.³⁴

As Riverside City College implements the revised Budget Allocation Model and takes full responsibility for its staffing needs, it will use the strategic planning process to review and to analyze its human resources. To implement the new focus on student pathways outlined in Standard IIA, the College will prioritize its staffing needs and reorganize and/or transfer staff to accomplish the mission in a manner that will allow the College to provide the most critical services to its student population. The Human Resources Advisory Group, through the use of the department unit plans, will review the staffing needs to address these concerns and submit their recommendations to the College president.

Actionable Improvement Plan

As the College develops its internal budget allocation model, it will use the strategic planning processes to assess its human resource needs and to determine appropriate staffing levels for each employee category.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Institutional policies and procedures addressing fairness in all areas of employment are developed by staff in the Diversity and Human Resources office in collaboration with the District's General Counsel. Once the policy/procedure is developed, it is then submitted to various District/College constituency groups (unions, academic senates, managers, Executive Cabinet, etc.) for review and input. Once finalized, the policy or procedure is submitted to the Board of Trustees for approval and disseminated to all employees.

The District reviews and updates Board policies and procedures to assure compliance with internal and external rules and regulations. Board policies, personnel rules and regulations, bargaining unit agreements, and [employee handbooks](#) are made available online for the benefit of employees at all levels.³⁵ Paper copies of these documents are also provided to staff at the time of hire. An email notification is sent out to all current employees if a new policy/procedure or a change to existing ones occurs.

The District assures that departmental and unit operations are consistent with personnel policies and procedures via internal communication systems, periodic review, and dissemination of information to all unions. Complaint and grievance procedures are in place, and other proactive means and mechanisms are employed to address concerns. This ensures equitable treatment for all individuals.

Every [employee has the right](#) to review his or her personnel file upon request.³⁶ All files must be reviewed in the presence of Human Resources staff. All personnel files are available for inspection during regular office hours each day the office is open for business. Additional information regarding personnel records is found in the agreements between the District and the [faculty](#) and [staff](#) unions.³⁷ Each employee has only one personnel file. These files are secured from any unauthorized access. Personnel files are located in the Diversity and Human Resources office at 450 Alessandro Blvd., Riverside, CA 92508. Generally, only employees may inspect their own personnel file. However, "employees" include people currently working as well as

- Employees on leaves of absence;
- Employees who quit, were fired, or laid off;
- Former employees who have potential legal claims against an employer involving the employment relationship;
- An association representative who is specifically identified and has written authorization of the employee; and
- Job applicants who need copies of documents that they signed, even if they never became employees.

The Director of Diversity and Human Resources or designee must approve all access to personnel files, except as specified in the collective bargaining agreements. A Human Resources representative handles all files. Those who may be approved access to records include the following:

- Diversity and Human Resources staff;
- Supervisors may only view files that are a necessary part of conducting business;
- Law enforcement agencies (only for current or ex-employees applying to be a peace officer); and
- Courts (subpoena for records).

Diversity and Human Resources does not release personnel files to a third party unless there is a court order, a signed waiver from the employee, or the employee has provided a written authorization to release his/her records. If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. A waiver signed by the employee generally accompanies this request. All medical records are kept separately from the employee's personnel file and are secured in a locked file.

Self Evaluation

Riverside City College faculty and staff adhere to current Board policies, administrative procedures, bargaining unit agreements, and employee handbooks to ensure fairness in employment practices. To assure continued compliance and fairness, the College works with the District Diversity and Human Resources office in administering these rules and regulations. The District distributes and communicates policies through extensive training, including, but not limited to, New Employee Orientations, Equal Employment Opportunity Interviewing Protocols workshops; Recognizing and Preventing Sexual Harassment training classes; District Complaint Procedure Training; and through various other staff development workshops and seminars, including the semiannual faculty FLEX activities and other forums. The District and the College review practices on a periodic basis to ensure compliance with current laws and regulations. Plans are underway for a records conversion to a digital format.

Actionable Improvement Plan

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

Riverside City College has a Diversity Committee that includes students, classified staff, faculty, and management. By acknowledging and understanding the impact of history and social interactions, the committee develops conscious practices to create an institutional climate that fosters respect for all members of the College. Students, staff, and faculty are involved in numerous activities each year to foster an appreciation of the diverse populations served by the District and the College. These activities include the following:

- Student events, such as Cinco de Mayo, Martin Luther King Day, St. Patrick's Day, and Cesar Chavez day, recognizing cultures and diversity;
- Meetings/work of clubs and advisory groups, such as the EEO Advisory Committee, External Diversity Committee, the Multi Cultural Advisory Counsel, and Movimiento Estudiantil Latino Americano (M.E.Lt.A);
- Participation in learning communities, such as Puente and Ujima;
- Training workshops available to students, faculty, and staff on topics such as Respecting Diversity and Inclusion, EEO Training and Interview Protocols, Sexual Harassment Awareness to satisfy the requirements of AB1825, and the District Complaint Procedure; and
- Accessing the library of training materials concerning diversity issues and discrimination prevention that is available in the Diversity and Human Resources office to all District groups.

In addition the student activities office has hosted the following diversity events:
2011-2012

- Black History Month, sponsored by MCAC
- Safe Space for LGBT, sponsored by LGBT club and RCC Diversity Committee
- Mental Health Awareness, sponsored by Active Minds Club
- Supporting Students with Behavioral Challenges, sponsored by Active Minds Club
- Juan Felipe Herrera Poet Laureate, sponsored by Creative Club
- Pride Day, sponsored by GSA Club
- Cesar Chavez Celebration, sponsored by SAFE Club

Fall 2012

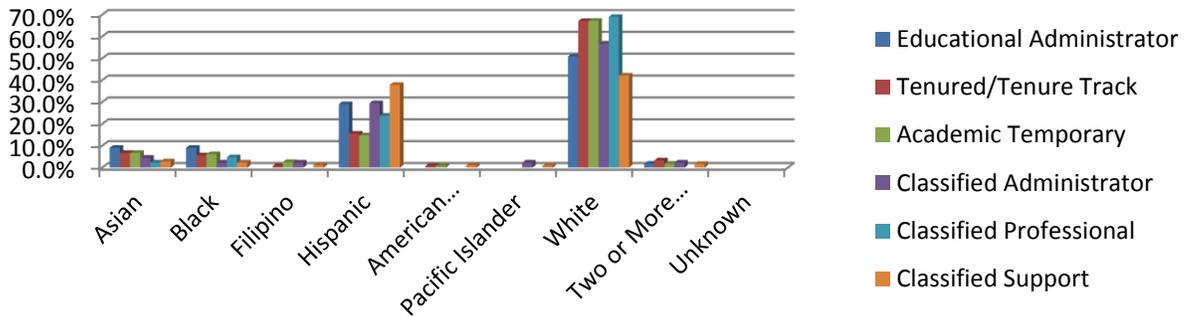
- End the Silence on Mental Health, sponsored by Active Minds Club
- Play on Giving Birth, sponsored by Feminists Unite Club
- Deferred Action Workshop, sponsored by SAFE club
- Mental Health Awareness Week, sponsored by Active Minds Club
- Q and A Discussion on Homophobia, sponsored by Gender and Sexuality Awareness Club
- "On These Shoulders We Stand" film screening on LGBT Community, sponsored by Gender and Sexualities Awareness Club

Personnel recruitment advertising targets diverse populations to ensure gender equity and ethnic diversity in applicant pools. Personnel in the Diversity and Human Resources Office belong to the Association of Chief Human Resource Officers/Equal Employment Opportunity Officers and the Equal Employment Diversity and Equity Consortium. Their participation in training workshops and institutes provided by those organizations further ensures the workshops conducted for District employees and students are current. Personnel in the Diversity and Human Resources office have attended training on developing a District EEO Plan and are committed to meeting the deadlines imposed by the State Chancellor's Office for implementation.

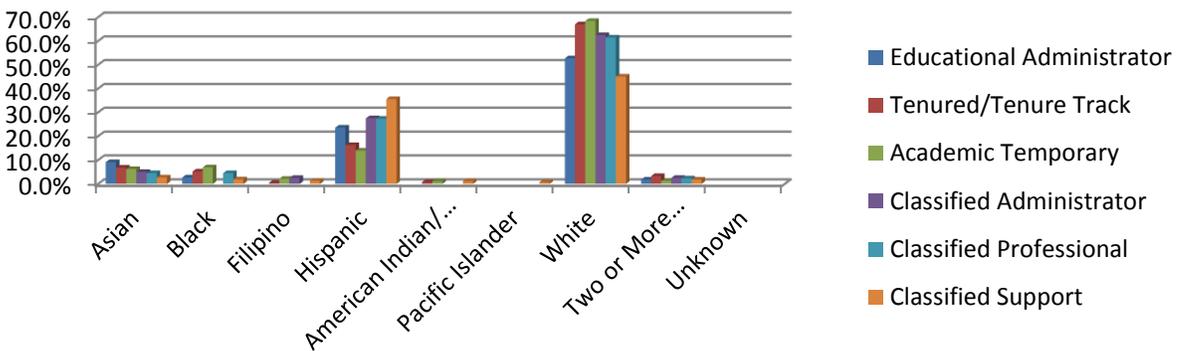
Annually, the District conducts a workforce analysis, following the State Chancellor's office and Title 5 guidelines, to determine the demographics (ethnicity, gender, and disabilities) of existing staff and to identify deficiencies in demographic breakdown of employees. This analysis also includes problem identification, salary, and selection analysis. If inequities exist, the Equal Employment Opportunity Officer will make appropriate recommendations to the College president to eliminate any discriminatory practices.³⁸ The following charts delineate the District's ethnicity and gender numbers, as per Fact Book 2012:

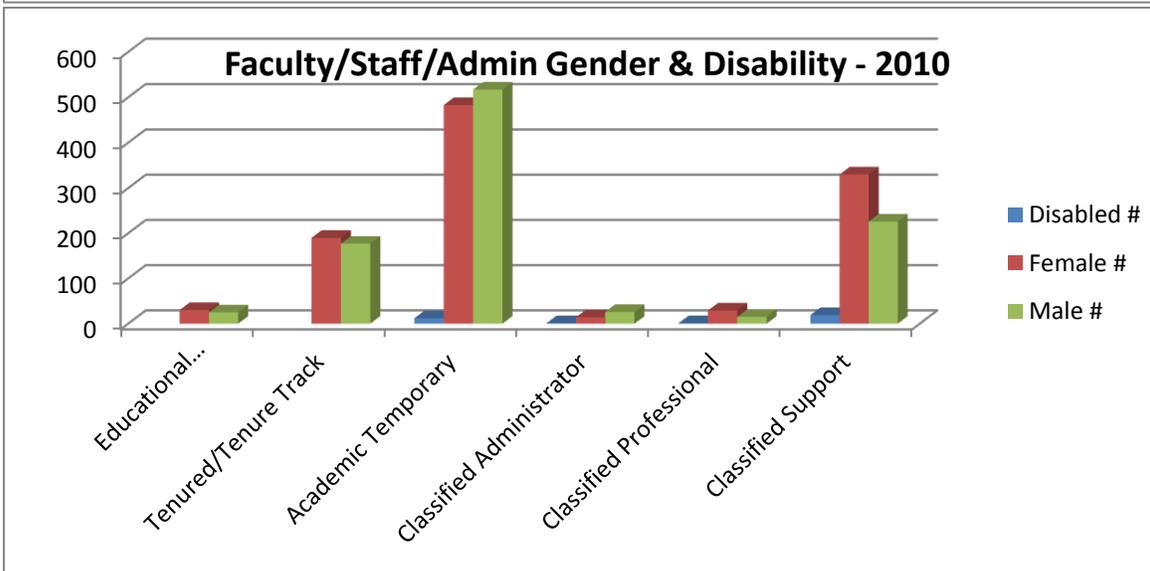
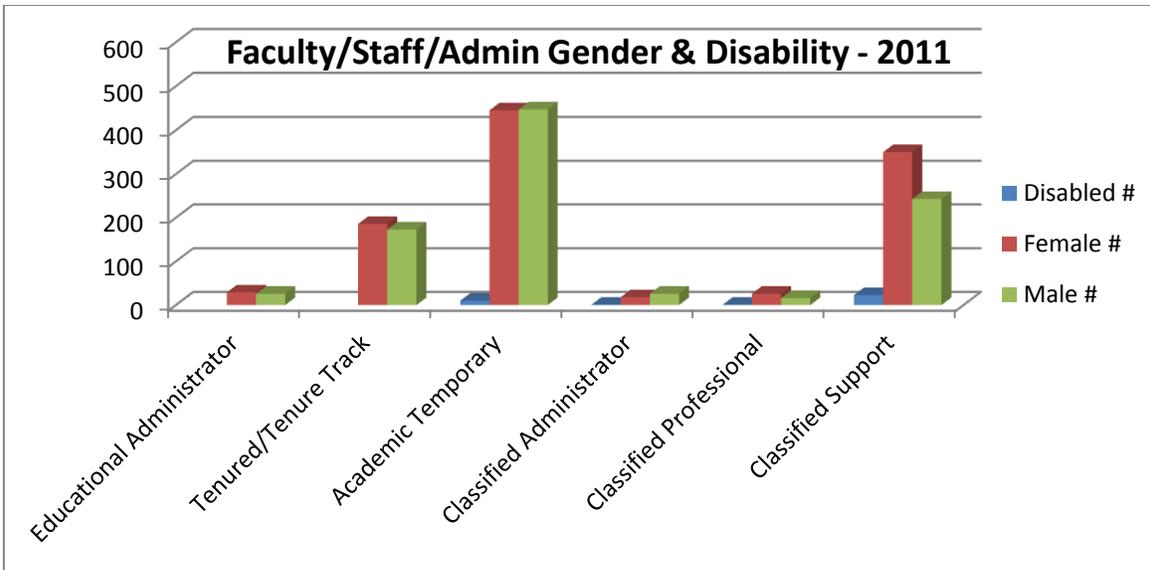
Percent Distribution by Ethnicity/Gender for Faculty/Staff/Administration														
	Asian	Black	Filipino	Hispanic	American Indian/ Alaskan Native	Pacific Islander	White	Two or More Races	Unknown		Disabled #	Female #	Male #	Headcount
Fall 2011														
Educational Administrator	9.1%	9.1%		29.1%			50.9%	1.8%		100.0%		29	26	55
Tenured/Tenure Track	6.7%	5.6%	0.8%	15.6%	0.8%		67.1%	3.3%		99.9%		186	173	359
Academic Temporary	6.7%	6.2%	2.6%	14.8%	0.8%		67.2%	1.8%		100.1%	10	445	447	892
Classified Administrator	4.5%	2.3%	2.3%	29.5%		2.3%	56.8%	2.3%		100.0%	1	18	26	44
Classified Professional	2.4%	4.8%		23.8%			69.0%			100.0%	1	26	16	42
Classified Support	2.9%	2.3%	1.2%	37.9%	1.0%	0.8%	42.2%	1.7%		90.0%	23	350	243	593
Districtwide Total											35	1054	931	1985
Fall 2010														
Educational Administrator	9.1%	2.7%		23.6%			52.7%	1.8%		89.9%		30	25	55
Tenured/Tenure Track	6.8%	5.2%	0.5%	16.3%	0.8%		67.0%	3.3%		99.9%		190	177	367
Academic Temporary	6.2%	6.9%	2.1%	14.0%	1.1%		68.4%	1.3%		100.0%	12	483	517	1000
Classified Administrator	5.0%		2.5%	27.5%			62.5%	2.5%		100.0%	1	14	26	40
Classified Professional	4.5%	4.5%		27.3%			61.4%	2.3%		100.0%	1	29	15	44
Classified Support	2.7%	1.9%	1.3%	35.6%	1.1%	0.7%	45.0%	1.8%		90.1%	19	330	226	556
Districtwide Total											33	1076	986	2062

Faculty/Staff/Admin Ethnicity - 2011

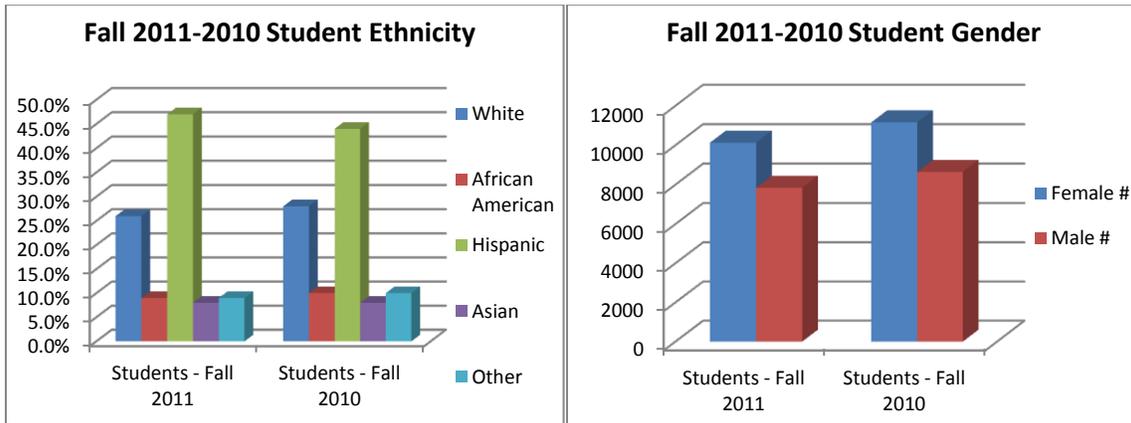


Faculty/Staff/Admin Ethnicity - 2010





Percent Distribution by Ethnicity/Gender for Students									
	White	African American	Hispanic	Asian	Other		Female #	Male #	Headcount
Students - Fall 2011	26.0%	9.0%	47.0%	8.0%	9.0%	99.0%	10130	7840	17970
Students - Fall 2010	28.0%	10.0%	44.0%	8.0%	10.0%	100.0%	11158	8646	19804
Districtwide Total							21288	16486	37774



Also, the District director of Diversity, Equity and Compliance reviews each hiring opportunity to assess diversity in the recruitment pool. This is done twice during the search process and includes a

- Review of the initial applicant pool; and
- Review of pool meeting minimum qualifications.

Internal policies and procedures in accordance with labor law, education code, and bargaining unit agreements are in place for the fair treatment of employees and students. For example, the faculty bargaining unit agreement establishes the work hours, leaves, transfers, improvement of instruction (evaluation), and grievance procedures. The bargaining unit agreement for staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for [faculty](#), [management](#), and [classified/confidential](#) staff.³⁹ The catalog and the [Student Handbook](#) provide detailed information to students regarding College policies, matriculation requirements, and student rights and responsibilities.⁴⁰

The Board of Trustees has adopted [policies](#) and [procedures](#) that assure staff and students that the College complies with [nondiscriminatory regulations](#).⁴¹ The 2012-2013 Riverside City College Catalog includes reference to these policies and their importance. The Faculty Survival Guide for 2009-2010 includes information so that faculty can access Board policy information and other pertinent materials. The District and College mission statements are also included in this document.

The Management Handbook and the [Student Equity Plan](#)⁴² both reinforce the values of integrity, equality, professionalism and ethics. The Student Equity Plan also highlights these principles.

Self Evaluation

The District/College is underrepresented in several job categories although advertising is extensive and outreach efforts are adequate. Although the categories of Educational Administrator and Classified Support Staff show higher percentages of ethnic diversity, the overall ethnicity continues to be predominately white. However, for certain faculty positions, the District takes additional measures to increase diversity in hiring pools. The District continues to assess advertising, outreach, recruitment programs, and relationships with community-based organizations relative to employment equity and diversity to identify additional methods of disseminating information regarding employment opportunities. For example, DHR informally assessed the traditional advertising sources and recognized the need to expand advertising and recruitment websites to recruit from a wider ethnicity base.

RCC is committed to diversity. It is extremely important that every employee is informed and sensitive to the principles and values of diversity. Diversity goals for RCC are tied to its mission and that of Human Resources. Diversity in the workplace is a critical link to the community. Diverse minds, experiences, culture, and unique perspectives of the College's employees will give the College an advantage as student enrollment grows. As part of the DHR planning process, the department has developed approaches to broaden diversity recruitment efforts and effectiveness. Additionally, DHR has developed a "Diversity and Inclusion Initiative" to provide a structure for better communication between the District and campuses on diversity issues and to develop a [strategic planning goal](#) specific to diversity.⁴³ The District completes annual reports of District activities regarding diversity and the number of complaints.⁴⁴

The District Diversity Committee adopted "respect" as one of its core values by creating the "Respect Campaign" (2011-2012 RCCD Diversity Committee Minutes). In addition, during fall 2012 the Diversity Committee conducted a Diversity Climate survey of faculty, staff, and students. The in-depth survey probed attitudes, experiences, and interests towards diversity. In September 2013, the College president asked the director of District Diversity, Equity, and Compliance to present the results to the administration and then distributed the [report](#) to the college community.⁴⁵ The results of this survey, after they are reviewed by the College community, will serve as a planning tool for diversity activities, policies, and campaigns.

The District continues to review available practices, procedures, policies and programs on a periodic basis as a matter of good practice. Pertinent policies, procedures and practices are currently being updated in accordance with Community College League of California (CCLC) model policies and procedures. Training sessions focused on diversity issues are conducted on a regular basis. For example, training sessions were offered in 2010, 2011, 2012 and 2013.

Actionable Improvement Plan

None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The District/College provides its workforce with training and professional growth opportunities to enable them to fulfill the requirements of their positions and to offer the best possible learning opportunities and experiences for students. Professional development activities include staff development opportunities, faculty FLEX workshops, department or Academic Planning Council retreats, student learning outcomes and assessment training, professional growth days, staff recognition programs, and sabbaticals for faculty. In addition, the Leadership Academy Program, a program offered several times a year, includes the Leadership Academy and Transition to Leadership. Any faculty or staff may apply.

The College Faculty Development Coordinator coordinates the FLEX days and workshops throughout the year. The coordinator meets regularly with the Faculty Development Committee, and they jointly make decisions regarding workshops to offer. The Faculty Development Coordinator, who receives reassigned time specified in the collective bargaining agreement, reports to and consults with the Vice President of Academic Affairs on most planned activities. The collective bargaining agreement requires all faculty to engage in 18 hours of FLEX activities every year as part of their contractual obligation. (The 2013-14 Academic Calendar, which the Association negotiated with the District, increased this number to 24.) This can be accomplished through attendance at on-campus workshops or off-site conferences or in a number of other ways including individually designed plans reviewed by department chairs and forwarded to the appropriate administrator. Workshops held on campus are verified through the FLEX tracking; off-campus activities must be reviewed by department chairs and forwarded to the appropriate administrator and require documentation of participation or completion.

Open Campus receives/solicits input from the RCC Academic Senate's Online Advisory Committee on effectiveness of Open Campus-provided learning management system and training tools. The following procedures are in place:

1. Any instructor wanting to offer an online based course using Blackboard Learn 9.1, is required to complete the Online Blackboard Academy (OBA), which consists of six online modules, available 24/7, that instructors have a month to complete. Modules range from basics of Learn 9.1 to Section 508 requirements as well as the basics of how to incorporate video in an online course, etc. Instructors that complete OBA can go back and review modules whenever they want.

2. Open Campus has created over 100 online tutorials on topics ranging from Learn 9.1 to how to use Respondus or TurnItIn tools in online courses.
3. Since there is no longer an Open Campus trainer, Open Campus pays a small stipend to experienced instructor-mentors at each college that instructors can contact for follow on assistance/support after they complete OBA.

The College offers more than fifty different types of [workshops to faculty](#) each year.⁴⁶ Workshops vary and include discipline specific trainings, curriculum development, accreditation, technology training, work on assessment and student learning outcomes, and broader discussions of teaching and learning. A series of professional development workshops are offered in conference format, typically on Back-to-College days and [FLEX days](#).⁴⁷ Technology Training workshops are offered through Open Campus and its Faculty Innovation Center. In fall 2012, the College offered four Flex training sessions on Blackboard with 56 attendees. Disciplines and departments often host their own discipline specific trainings. The Faculty Development Coordinator in collaboration with the office of the Vice President of Academic Affairs coordinates all other professional growth and FLEX workshops. Through fiscal year 2012, 53 faculty were trained by Open Campus trainers, and 56 faculty have been trained by faculty mentors.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Board Policy 7160, Professional Growth, encourages faculty to continue their professional preparation through academic scholarly and professional endeavors. Professional growth credit may be earned through approved activities including workshops, publication, independent study, and course work. The Agreement between Riverside Community College District and Riverside City College Chapter CTA/NEA, Article XIII, Section M further governs sabbatical leave policies. The contract allows faculty to pursue course work, independent study or research, and other activities, such as creative endeavors and curriculum development, during their sabbatical.⁴⁸

Faculty development activities and policies are communicated to faculty through the College web site, the online Faculty Handbook, and the Faculty Survival Guide.

RCC's Title V-funded Pathways to Excellence is a five-year initiative designed to engage RCC students; engage RCC faculty; and structure more opportunities for RCC students, faculty, and staff to work together to achieve successful outcomes. The faculty engagement component includes a Title V Faculty Team, which consists of approximately 42 RCC faculty from various disciplines led by two Faculty Engagement Coordinators. Faculty Engagement Coordinators will use survey data collected from the faculty cohort and from enrolled Pathways to Excellence students to plan, develop, and program 90 hours of faculty professional development activities to include the following topics:

- *Project Year 2 (2012-2013)* - Culturally Responsive Teaching (10 Hours), Teaching Disadvantaged Students (10 Hours), and Mentoring for Student Success (10 Hours)

- *Project Year 3 (2013-2014)* - Cooperative/Collaborative Learning (10 Hours) and Creating Flip Classrooms (10 Hours)
- *Project Year 4 (2014-2015)* - Learning-Centered Instruction (10 Hours) and Project-Based Learning (10 Hours)
- *Project Year 5 (2015-2016)* - Supporting Student Transfer (10 Hours) and Course Revision for Student Success (10 Hours)

In addition to taking part in professional development activities, the Title V Faculty Team mentors students in the Pathways to Excellence program and participates in collaborative projects that keep students engaged and committed to their educational goals.

Key objectives to be met through the implementation of the professional development activity over five years include the following: 70% of RCC faculty engaged in training will incorporate culturally responsive teaching strategies into at least one course (as shown on syllabi) and/or participate in a virtual environment at least 3 times as reported in focus groups; increase course completions to 75% for Hispanic Engagement model pilot students; 30% of pilot students will report virtual interactions with faculty outside of class; 50% of pilot Engagement model at-risk students will report having a conversation with a faculty member outside of class; increase fall-to-fall Hispanic persistence to 55%; increase course success rates to 65.6% overall and for Hispanic students; and increase overall student engagement by 10 percentage points, compared to Year 1 CCSSE. While these goals have been established by the Professional Development Committee, they do not reflect the targets established by the Strategic Planning Executive Council (SPEC) as institutional goals. SPEC has not yet assessed the results of the planning initiatives and, from those results, established measurable goals.

The College offers a number of professional development activities for classified staff, including an annual Classified Staff Professional Development Day. Most of the professional development activities involve technology training, most of which is organized by the Classified Staff Advisory Committee.

All faculty, staff, and management development workshops/classes/trainings conducted in the College have an evaluation component. Typically, participants complete a form providing constructive input on various aspects of the training. These results help measure the effectiveness of the class and serve as the basis for improvement to the class. The presenter of the class/workshop also receives the evaluation information in a feedback loop for future offerings. The College continually assesses workplace dynamics to determine patterns, problem areas, etc., to aid in determining where certain types of training might be required. The College also responds to staff requests to provide training in identified areas.

Self Evaluation

Faculty professional development activities are diverse, extensive, and constantly evolving. Mentoring of new faculty is provided by the Faculty Development Coordinator and through the new faculty member's department. All part-time faculty are encouraged to attend a welcome meeting and to attend faculty workshops. However, there have been many cuts to

faculty development. First, the professional development budget used for travel and speakers has been cut nearly \$8,000. The Glenn Hunt Center has lost \$1,500 in supplies as the center's usage has increased dramatically. More severe is the cut to staffing. The center lost the only technology trainer for faculty who provided Blackboard 9.1 training and instruction on office products as well as the use of the web and multi-media, etc. As of summer 2012, the assistant to the Glenn Hunt Center was relocated to Student Financial Services. The center now shares the Academic Senate's administrative assistant. As a result, there is not always an available person in the center to assist faculty. The loss of the staff person also leaves the center without site supervision and reduces access to the center, particularly for part-time faculty.

The Faculty Development Coordinator collects evaluations from every workshop that is sponsored by the Faculty Development (FD) committee. Many workshops take place on campus that may also count as Flex hours; however, those workshops are not generally evaluated. Instead, it is assumed that the sponsoring organization will evaluate those workshops for effectiveness using the staff development evaluation form.

Using this evaluation tool, the coordinator and the FD Committee determine which workshops were successful and should be repeated. In addition, the evaluation tool is used to assess type of activity (e.g., teaching, organization, personal life). The evaluation summary is sent to the workshop presenter for her or her own feedback as well. When choosing future workshop topics, in addition to the evaluation forms, the FD committee examines the faculty development survey results and considers suggestions from faculty and requests of the administration, in particular the president and vice president of Academic Affairs.

The faculty development coordinator also seeks feedback from departments and disciplines. This is done through committee liaisons. Each department has a liaison on the Faculty Development Committee. The liaisons contact department chairs frequently to provide information and receive feedback. This information assists the College in determining when to offer programs, what type of programs to offer, and issues related to Flex recordkeeping.

Sabbatical leaves have been awarded on a limited basis: 2007-2008 (2), 2008-2009 (2), 2009-2010 (0), 2010-2011 (0), 2011-2012 (1—not approved), 2012-2013 (0). A recent email from the District Vice Chancellor indicated that no sabbaticals would be awarded for the 2013-14 academic year. With the implementation of the revised District Budget Allocation Model, funds for faculty development and sabbatical leaves will either be allocated proportionally if they come from state sources or allocated as part of the College's funds. Also, the issue of a District-wide committee approving sabbatical leaves for individual colleges needs to be revisited.

A variety of learning opportunities are provided or facilitated by the District for the management staff. Topics of training include, but are not limited to, the following:

- Recognizing and preventing sexual harassment
- EEO and interviewing protocols
- Disciplinary and grievance process
- Customer service
- Motivation of staff

- Evaluation processes for staff
- Interpersonal skills development
- Reasonable suspicion training
- Training through Liebert, Cassidy and Whitmore.⁵³

Additionally, Board Policy 3020/4020 provides for Management Professional Leaves. These are educational or professional development leaves for up to three months that are to be consistent with the interests of the District, and related either to the manager's position or the manager's professional, technical, or managerial skills. These activities are limited to independent research, study through a university, or other study and/or research activities that will improve the employee's managerial or professional expertise to benefit the District. The purpose of such leaves is for managers to become more effective. The activities can be to improve their performance in their current job or one anticipated in the future. Eligibility, restrictions, compensation, application, and reporting procedures are all delineated in Board policy.

Learning and training opportunities are provided to classified staff to attend a variety of sessions and to participate in professional growth opportunities. The Faculty Innovation Center provides software and technology training and is available to all employees of the District. Departments and units conduct retreats that provide staff learning and development opportunities. For example, Instructional Department Specialists (IDS) workshops are offered periodically and address topical items related to IDS or departmental functions. These trainings have included items related to Datatel changes, and refresher topics regarding departmental issues, teaching assignments, attendance, and class section set up. These workshops keep the IDS current and provide consistency throughout the District. In addition, a designated staff member trains all new IDSs throughout the District. Handouts are provided and work progresses on the completion of a comprehensive training manual for the IDS.

The District offers a professional growth program for staff. Professional growth is defined as endeavors that are intended to improve skills and job performance and includes a monetary incentive. Professional growth achievement steps for salary purposes are only granted upon verification of completion of the work in writing from an accredited institution, review by the Professional Growth Committee, and the approval of the Board of Trustees. For additional information about procedures and criteria relative to the professional growth program, see the current [CSEA contract](#).⁴⁹ The College is currently reassessing its training and development programs for staff with an interest in providing significantly more and relevant learning opportunities on the training calendar. Riverside City College hosted its first annual Classified Staff Development Day in April 2012. It was a full day of events which began at 10:00 a.m. and was completed by 2:00 p.m. The day included various workshops, lunch and opportunity drawings and giveaways. Workshops included the following:

- Safety Awareness
- Making Outlook Work for You
- Understanding your Credit Reports/Scores and Foreclosure Prevention

- Recipe for Effective Teamwork

This staff development event, fully funded by generous donations from local business and campus organizations, was a success and was held again on May 24, 2013. Over 97% of the participants were very satisfied or satisfied with the event.⁵⁰

As the College implements its Pathways Initiative outlined in Standard IIA, faculty advisors will need specific training on the transfer and degree requirements, certificate requirements, and pre-collegiate course sequencing in order to advise students.

Actionable Improvement Plan

Train faculty advisors to support the Pathways Initiative. (See Standard II.B.3.c).

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The strategic planning process — established and designed to integrate academic, student services, technology, human resources, and facilities plans with the budget — ensures that collaboration exists between planning councils, administration, the office of Diversity and Human Resources, and unit plan review committees. The College identifies human resource needs through program review/unit planning, and these requests are prioritized by the appropriate unit plan review committees or, for faculty, the Academic Planning Council, a standing committee of the Academic Senate.

The College establishes faculty human resource needs from the program reviews/units plans, which are tied to institutional planning processes. Disciplines assess their full-time faculty needs by reviewing student population, environmental scans, retirements and replacements, and faculty load and by making correlations with strategic planning goals and the discipline's comprehensive instructional program review; and they then submit those requests following the rubric in the annual instructional unit plan. The Academic Planning Council Hiring Prioritization Committee, composed of faculty members from the five academic divisions and one supporting administrator, prioritizes and ranks faculty positions based on the unit plan review rubric for hiring faculty. Recommendations are submitted to the Academic Senate for review and vote. Results are presented to the Strategic Planning Executive Council for information and go to the College president for final decision.

The faculty hiring process guidelines for prioritizing/approving a full-time faculty position include the following considerations:

- A program without a full-time faculty member
- A discipline without a full-time faculty member

- A component of a program or a segment of a discipline sufficiently focused that requires specialized faculty expertise. This could be courses already offered in the curriculum (e.g., physiological psychology) or proposed curricular needs of a discipline or program (e.g., Asian history courses)
 - Consideration will be given to total hours as well as specific daytime hours taught by adjunct faculty
 - Consideration will also be given to those disciplines and programs where recruiting adjunct faculty staffing is difficult
- To improve the ratio of full-time to part-time faculty teaching hours within a discipline or department; faculty needed to maintain the full-time strength of a department
 - Consideration will also be given to those disciplines and programs where recruiting adjunct faculty staffing is difficult
- The availability of a uniquely qualified person. This may be related to subject expertise.⁵¹

The faculty hiring prioritization rubric considers full-time to part-time faculty ratio, students served based on enrollment load, WSCH/FTEF, and discipline trends, goals, and job market outlook.⁵²

All units of the College review and assess classified staffing needs. The Administrative and Student Services Unit Plan Review committees review and prioritize requests. The prioritized lists are sent to the Budget Prioritization Committee to be integrated into a single ranked list. The president and vice presidents review the prioritized list in light of the budget to determine which positions to fund. Requests are tracked in the Midrange Financial Plan.

Self Evaluation

The College determines its human resource needs using rubrics in the annual instructional, administrative, and student services unit plans, and it prioritizes these needs as described above. These plans are aligned with the College's mission, goals, and strategies from the 2009-2014 Strategic Plan. Hiring based on assessments in unit plans and rubric rankings clarify the hiring process and make it more objective and transparent. The reviews by committees composed of various College constituencies allow for collaboration and multiple decision points.

Results from the spring 2013 strategic planning assessment retreat and subsequent dialogue during the fall 2013 retreat have resulted in changes to the role of the Human Resources Advisory Group. This group along with the Resource Development and Administrative Services Leadership Council will use the prioritized lists from the Academic Planning Council and the Budget Prioritization Committee to further develop human resource planning for the College. The new College budget allocation model will implement this plan.

Assessments of the effective use of human resources led the College to examine the dean structure of Academic Affairs. In spring 2012, the president reorganized the College from a single dean of instruction structure to a five dean of instruction structure. Prior to 2012, the

College had one dean of instruction for all of its academic departments. This workload was tremendous and did not allow for divisional deans who could focus more closely on programmatic needs. The Instructional Department Specialists (IDS) and Administrative Assistant positions have also been reallocated to support a divisional structure. In fall 2013, the College hired a Dean of Fine and Performing Arts to work with the disciplines of art, dance, music, and theatre and to facilitate the plans for the Coil School for the Arts.

The 2013 Accreditation Survey revealed perceptions of insufficiency in numbers of full-time faculty and staff. For example, 58% of respondents disagreed that there are sufficient numbers of full-time faculty at the College, while 59% of respondents disagreed that there are sufficient numbers of staff at the College. Results for administrators showed that 75% of respondents agreed that the College has a sufficient number of administrators.

With the improvement of the budget situation, for FY 2013-14 the College was able to hire four full-time tenure track faculty in 2013 and hire or rehire a number of staff and administrative [positions](#).⁵³ The College will continue with its planning process and will hire additional positions as the budget improves.

The continued review and evaluation of job descriptions for new positions and changes to existing job descriptions ensure efficiencies and effectiveness for hiring. Also, the review ensures that job classifications and compensation remain consistent and justifiable.

Actionable Improvement Plan

Refine the human resource planning process as the College refreshes its 2014-2019 Strategic Plan and develops its internal budget allocation model.

Evidence

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- ¹ Review the [annual Unit Plan template](#) and the [Comprehensive Program Review template](#), which identify staffing needs and which require a rationale for those needs. The rationale must include the relationship to the mission, to various strategic initiatives, and to the college's [Educational Master Plan](#).
 - ² Review [Board Policies](#) for hiring administrators, faculty, and staff (BP 7100 through 7121).
 - ³ See [sample job announcements](#) for all categories of staff.
 - ⁴ The selection process for each category of employee is delineated in the [Board Policies](#) identified above.
 - ⁵ See the Equity Monitors [Workbook](#) and other [related material](#) about the program.
 - ⁶ See the [Agreement](#) between the RCCD and the Faculty CCA,CTA,NEA, p. 49.
 - ⁷ See the [Agreement](#) between the RCCD and the Classified Employees, Article XII, p. 27.
 - ⁸ See the [Agreement](#) between the RCCD and the Faculty cited above, pp. 25-32.
 - ⁹ See the [Agreement](#) between the RCCD and the Classified Employees, Article XII, p. 29.
 - ¹⁰ See the evaluation procedures outlined in the revised Management Evaluation Process (July 2013).
 - ¹¹ See response to the [2007 Evaluation Report](#), Eva Conrad, Chair.
 - ¹² See revised [Management Evaluation Process](#) (implemented July 1, 2013).
 - ¹³ See checklist for new [management orientation program](#).
 - ¹⁴ See "Assessing Student Learning Outcomes: Riverside Community College District, September 26, 2006, p. 12.
 - ¹⁵ [Faculty contract](#).
 - ¹⁶ [Faculty Evaluation forms](#).
 - ¹⁷ See [Comprehensive Program Review](#) and [Unit Plan Review](#).
 - ¹⁸ [Academic Senate Code of Ethics](#).
 - ¹⁹ Review the College "Civility Campaign" materials and program.
 - ²⁰ Review [Management Handbook](#), Disciplinary Action.
 - ²¹ See [Classified Handbook](#), Section VIII, Miscellaneous.
 - ²² Board Policies [2710](#), [2712](#), [2715](#).
 - ²³ [Government Code Section 3301](#), [Penal Code Sections](#) 830.1, 830.2, 830.3, 830.31, 830.32, 830.33 (except subdivision [e]), 830.34, 830.35 (except subdivision [c]), 830.36, 830.37, 830.38, 830.4 and 830.5.
 - ²⁴ See RCCD Full-Time [Faculty Distribution and Educational Background report](#) (July 2013).
 - ²⁵ See RCC Fact Books for [2009](#) and [2012](#) as well as the [report on faculty \(July 2013\)](#)
 - ²⁶ See [principles](#) of the revised Budget Allocation Model (2013).
 - ²⁷ [See results of the Accreditation 2013 survey](#).
 - ²⁸ See the Reassigned Time Report for spring 2013.
 - ²⁹ Review the [M and O Task Force 2008 Report](#).
 - ³⁰ Review [Accreditation Survey 2013](#).
 - ³¹ [Review State Chancellor's office statistics](#).
 - ³² [Review DSPS survey on neighboring institutional pay rates](#).
 - ³³ [See Library/Learning Resource Budget Reduction summary](#).
 - ³⁴ See [analysis of custodial, grounds, and maintenance personnel](#) for the College.
 - ³⁵ See Chapter 7, Human Resources, to review the [employee polices](#).

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- ³⁶ [Section 1198.5 of the Labor Code](#).
- ³⁷ [Agreement](#) between Riverside Community College District and CCA/CTA/NEA, 2007-2010 (rolled over and ratified again in 2012-13). Article XII [Agreement](#) between Riverside Community College District and Riverside Classified Employees, 2008-2011 (rolled over and ratified again in 2012-13), Chapter #535, Article XIII.
- ³⁸ Title 5 §53004. Also, see the [diversity report](#) submitted to the State Chancellor's office.
- ³⁹ Review [faculty](#), [management](#), and [CSEA handbooks](#).
- ⁴⁰ See the [Student Handbook](#).
- ⁴¹ Board Policies [7120](#), [3410](#), and [6200](#), for example
- ⁴² Riverside Community College District [Student Equity Plan](#).
- ⁴³ See the Riverside Community College [District Centennial Plan](#).
- ⁴⁴ Review annual diversity reports.
- ⁴⁵ See [2012 Report on Diversity Climate](#).
- ⁴⁶ Evidence: [FLEX Workshop Schedule](#); Faculty Development Brochure
- ⁴⁷ Review [FLEX day agendas](#).
- ⁴⁸ See page 40 of the [faculty contract](#).
- ⁴⁹ Page 58 of the current contractual [Agreement](#) between RCCD and Classified Employees Association, Chapter #535.
- ⁵⁰ [See the Classified Staff Development Day evaluation for 2012](#).
- ⁵¹ [Faculty Hiring Process](#).
- ⁵² [Annual Instructional Unit Plan](#).
- ⁵³ See the [RCC Hire/Position Change report from July 2011 to present](#). (Oct. 17, 2013).

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.

Physical resource planning is integrated with institutional planning.

Standard III.B.1

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Standard III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Standard III.B.1.b

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

Descriptive Summary:

The College's physical facility includes 1,284,992 outside gross square feet and 565,325 assignable square feet of lecture and office space. At the beginning of the 2012-13 academic year, the College had 1,184 offices and lecture spaces residing in 49 permanent structures and 18 portable units.¹ (These figures will change with the 2013 Space Inventory Report. Some of the portables have been sold and removed; others have been re-populated.²) The facilities include the historic A.J. Paul Quadrangle, begun in 1923 and renovated in 2009, and specialized RCC learning facilities, such as the Salvatore Rotella Digital Library, the Instructional Media Center, the Martin Luther King Teaching Learning Center, the Performing Arts Center, the Art Gallery, the recently completed Nursing, Math and Science Complex, the Early Childhood Education Children's Center, the Cosmetology building, and the Culinary Arts Academy. RCC also has an extensive Kinesiology and Athletics facility that includes a 65 meter all-deep Olympic-sized pool (Riverside Aquatics Complex), two gymnasiums, year-round track, stadium, Pilates Center, baseball and softball fields, and tennis courts. Most recently (2012), the historic Wheelock Gym was completely renovated to comply with earthquake standards. The relocation of the tennis courts from their current location on the top floor of the parking structure to the Lovekin Field area is currently under construction and will provide additional parking slots.

The director of [Facilities Operations and Maintenance](#) at Riverside City College oversees the overall safety and maintenance of all physical facilities and grounds. The Facilities department has a staff of 53 people, including 5 managers. They are responsible for scheduled and recurring maintenance of all buildings on the Riverside campus as well as for offsite facilities, including the Rubidoux Annex, the Systems Office, and the Culinary Academy. The director oversees a staff of 9 tradespersons dedicated to maintenance as well

as 15 grounds managers/staff and 26 custodial managers/staff dedicated to their respective service areas.³ The vice president for Business Services provides administrative guidance and oversight to the director and also works with the RCCD office of Facilities Planning and Development for all on campus capital outlay construction projects and renovations.

Riverside City College plans, builds, and upgrades or replaces its facilities in a manner that assures effective utilization and continuing quality needed to support its programs and services. The RCC [Educational Master Plan](#),⁴ completed in 2008 and refreshed during the 2013-14 academic year, establishes the vision for and drives the direction of the Facilities Master Plan (FMP). This plan, updated in [2012](#), delineates institutional decisions to build, upgrade, or replace physical resources.⁵ Information for the FMP comes from a variety of sources, including demographic data on the College's service area, assessments of growth, and District evaluations of the [capacity, load, and efficiency of academic space](#).⁶ Program review, particularly the [comprehensive program review](#) and the [annual unit plans](#), identifies the facility and equipment needs for the academic and student services program.⁷

Using the information from the program review documents, the Riverside Community College District Office of Facilities Planning and Development, on behalf of the College, submits annually a [Five Year Capital Construction Plan](#) for new buildings and renovations to the state, which includes the projects identified in the RCC Facilities Master Plan.⁸ These projects are summarized in the RCCD Capital Program [Executive Summary](#)-Riverside City College (CPES),⁹ which is a living document that lists recently completed construction/renovation projects; warranty projects; future planning, design, or construction projects; proposed/future projects; and future general obligation bond fund projects. Budget estimates and funding sources for all projects are clearly identified as well. Recent examples of newly completed RCC major building projects include the following:

- Quad Basement remodel (12/09)
- Food services remodel (8/10)
- Aquatics Complex (1/11)
- Nursing/Science/Math Buildings (1/12)
- Wheelock PE Complex Gymnasium, Seismic Retrofit (3/12)

Building projects scheduled for the immediate (1-3 years) future include the following:

- Lovekin parking/tennis courts
- ADA upgrades
- Twelve KV electrical loop
- Culinary Arts Academy building
- Coil School for the Arts and parking structure
- Student Services building
- Food services 'Grab-n-Go' facility
- Life Science/Physical Science Reconstruction (pending state-wide bond approval)

Some of these projects rely on Measure C money, some on future state bonds.

The College builds all new facilities in compliance with the Division of the State Architect (DSA) requirements and with the use of the State Chancellor's Office Facility Utilization Space Inventory Option Net (FUSION) as a means to follow efficiency standards. Additionally, in 2010 the RCCD chancellor established a [policy](#)¹⁰ to design all new buildings to standards developed by Leadership in Energy and Environmental Design (LEED). The recently completed Nursing/Math/Science buildings were the first projects built that met the LEED standards.

In spring 2004, voters approved RCCD Improvement [Measure C](#) to enhance local student access to job training, transfer college preparation classes, and campus safety; to add upgrades for academic classroom and lab areas, such as police, firefighting, paramedics and healthcare training facilities; to expand public safety; and to repair, acquire, construct, equip buildings, sites, and classrooms.¹¹ Measure C funding has been used to fund and/or augment state funds for all College building projects since its passage in 2004.

In addition to major building projects, Measure C funds have also been used by the RCC Facilities department to augment scheduled maintenance and upgrade programs as state dollars for these efforts have almost evaporated. For example, Measure C funds have been used by RCC for upgrades, replacement, and/or maintenance to the infrastructure in information technology (IT); utilities; energy conservation; classroom furniture, fixtures, and equipment; and phone/voicemail systems. [Measure C funds](#) are being used to implement the ADA Transition Plan compliance upgrades.¹²

At the December 2013 Board of Trustees meeting, the office of District Facilities, Planning, and Development presented an overview of development and transformation of the College's infrastructure, facilities, and overall improvements—whether funded by the Measure C bond or state funds.

The College ensures effective utilization of RCC facilities through the use of the scheduling and [Resource 25](#) software programs. Reports on academic and nonacademic use of classrooms provide timely data to ensure rooms are scheduled efficiently on a semester to semester basis.¹³ Academic meeting areas and conference rooms are also scheduled and managed through Resource 25, access to which is limited to key personnel. Academic deans control scheduling in certain areas, such as in the scheduling of sports facilities. Non-instructional and community uses of all facilities are coordinated through the RCC Business Services office.

The College's Maintenance and Operations department conducts routine, periodic inspections of all campus facilities to ensure that plumbing, heating, ventilation, air conditioning (HVAC), and electrical systems, which support the academic and administrative facilities, function properly. These inspections, part of a scheduled maintenance program for the College, include such activities as the annual inspection of boilers, chillers, and cooling towers. On a monthly basis, the Facilities department reviews exterior lighting charts and monitors the consistency of lighting. Elevator service and other large mechanical equipment are all inspected monthly. Along with these monthly inspections, the department checks compressors, fume hoods, and gasoline pumps for Air Quality Management District

(AQMD) compliance permits. The department also checks boiler emissions using AQMD standards. Elevator permits, hydrants, wet systems (sprinklers), and back flow devices are [inspected](#) annually as mandated by external compliance agencies.¹⁴

An internal maintenance system ([Footprints](#)) generates and tracks work orders to correct any situation that poses a potential safety or health risk to students and/or employees.¹⁵ The Facilities department processes all service and work orders through an online work order system prioritized and addressed based on order of importance and urgency. A [twenty-four point classroom check list](#) conducted by the Facilities department through custodial personnel assures optimal classroom efficiency.¹⁶ On a daily basis, the Facilities department utilizes a work order system (Footprints) that allows users to request maintenance and repair projects online. Requestors are notified that a request has been accepted, approved, and completed. Information on the work request can also be accessed. The director of Facilities meets with the facilities managers on a routine basis to review, discuss, and prioritize requests submitted to the Facilities Department through the work order request system.

The director of Facilities, Maintenance and Operations maintains a scheduled maintenance list to track the life expectancy of major components of physical resources such as roofs, heating and cooling systems, infrastructure, and fire suppression and life safety systems. The [scheduled maintenance](#) list is updated and submitted to the State Chancellor's office annually.¹⁷

The College supports students at select off-campus locations, which include the Culinary Arts Academy and the Rubidoux Annex at Rubidoux High School. All off campus facilities comply with DSA building regulations and federally mandated health and safety requirements, ensuring Americans with Disabilities Act (ADA) access. To ensure off site facilities have the resources necessary to deliver educational courses, the coordinator of the relevant academic area works with College and off-site staff to confirm all audiovisual and equipment needs are met. The Facilities department provides maintenance and repair services to these off-campus locations. Distance Learning resources are provided through the District wide Open Campus department, individual academic departments, Information Services (IS), and the Instructional Media Center (IMC).

Riverside City College assures that physical resources are accessible, safe, and secure by complying with federally mandated ADA requirements, seismic safety standards, and DSA regulations. The College provides access to instructional areas and student services to all students, including those with disabilities, and continues to make improvements to its physical resources to ensure accessibility. Further improvements are being made as the College implements its [ADA Transition Plan](#).¹⁸ In Phase I of this plan, which began in spring 2013, the conversion of many restroom stalls (wheelchair accessibility, handrails, and door hardware), curb cutting, enhanced ramp access throughout campus, and increased numbers of ADA parking spaces have been completed. Phase II calls for installation of new elevators, intercampus curbing removal, door hardware modernization, and interior improved building paths.

The Riverside Community College District Safety and Police department conducts routine patrols of all campus areas and focuses on problem areas as needed. The department patrols off-campus sites when dispatched and/or upon request. The department has 28 sworn peace officers (including one chief, three sergeants, three detectives, and twenty one officers) who have State of California Peace Officer's Standards and Training (POST). They have the same authority as municipal peace officers, receive reports of all incidents occurring on campus, and investigate all campus crimes. Riverside City College has one sergeant and five sworn officers assigned to the campus. In addition, the department has a Memorandum of Understanding (MOU) with the City of Riverside Police Department to supplement services when needed.¹⁹ Twenty non-sworn support personnel provide support duties, such as the issuance of parking citations.

The RCC [Safety Committee](#) composed of representative faculty, staff, administrators, College police, and the director of Facilities Maintenance and Operations performs biannual safety walks across campus to identify areas of safety concern. The committee forwards recommendations directly to the College president for approval of corrective actions.²⁰ These actions and recommendations are reported to the Strategic Planning Executive Committee as an informational item as well. The Safety Committee, in conjunction with the coordinator, District Safety and Emergency Planning, also facilitates the appointment and training of Building and Floor Captains for each structure, as well as arranges Community Emergency Response Teams (CERT) training for interested personnel. The College posts emergency information in public locations throughout the campus buildings and in every classroom. Evacuation routes and flip charts delineate and provide directions in the event of emergency situations, such as an earthquake or an active shooter.

Camera systems installed in various locations throughout the campus, such as in the parking structure and School of Nursing building, serve as deterrents to crime while enhancing overall security and safety. A voluntary emergency notification system, "Alert U", is also available to all faculty, staff, and students free of charge. It alerts all participants via cell phone "text message" of any safety or emergency situations within the local community. Further, strategically located emergency campus phones (blue light safety/emergency systems), which enable students and staff to alert police of any potential problems or emergencies, are installed throughout the College in office hallways and large open areas,.

Self Evaluation

Riverside City College provides safe and sufficient physical resources to support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. The number and quality of traditional and specialized learning facilities available to students attest to RCC's commitment to providing state-of-the-art education and resources. The RCC Facilities Master Plan (FMP) and Educational Master Plan (EMP) demonstrate that the College is dynamic and proactive in its vision to plan and build for future growth and development. The most recent Five Year Capital Construction Plan and the Capital Program Executive Summary (CPES) show that, even in a sluggish economy, RCC has continued to plan, build, and provide state-of-the-art facilities, technology, and services to its students.

The data on space utilization collected by Resource 25, the College's scheduling program, have not been complete because some departments do not use Resource 25 to build the academic schedule. As a result, the input into the program had to be updated. The College has identified the problem areas and has corrected the problems. The College and the District have also begun to develop alternative ways of using Resource 25 to report on space utilization at the College.

The [Standardization Plan](#)²¹ and integration of planning, construction, and design at the District level has improved the efficiency of equipment replacement and repairs. Recommendations and guidelines have been established to ensure [standardization](#) of infrastructures, elevators, light fixtures, and mechanical equipment. This ensures a protective mechanism during initial project planning, avoids inappropriate value engineering, and increases the Facilities Department's ability to maintain the campus in a cost effective and efficient manner. Once this plan is fully implemented, the College and the District should save money over a number of years. The Board of Trustees approved the funding and development of District Standards and Campus Guidelines, which will be overseen through a newly established Facilities Working Group (FWG) and comprised of the District Chief of Staff and Facilities Development, District facilities staff, the colleges' vice presidents of business, and directors of operations and maintenance. The FWG is moving forward single-source specifications through required Board resolutions and support and scheduled the first set of standardization source items before the December 2013 Board of Trustees meeting. The resolution, anticipated to be the first of several, as facilities and other groups (i.e., IT/IS and IMC) set out standards and criteria for single-source bid related items. These standards will provide the District and the College greater operational efficiencies in licensing, maintenance support, and operational costs. On January 22-23, 2014, the District Facilities Planning and Development held a two-day educational and training session on the state process, the standards for planning, and the planning and operational tool, FUSION. Also, the District is recruiting a Capital and Facilities Planner to support the College's construction and planning processes.

The College completed an assessment of its facilities in 2008 and updated in [2012](#) as the institution refreshed its Facilities Master Plan (FMP).²² The 2012 Facilities Master Plan includes high prioritized building projects, such as the Coil School for the Arts, the Culinary Academy Building, the parking structure, and the Student Services building. Also, the College administered a locally-developed [Student Satisfaction Survey in 2010](#) and 2011. The survey indicated that students think that RCC has provided sufficient resources to meet their needs. When asked if they felt safe on the RCC campus, 83.5% of students agreed that "the campus is generally a safe place," while only 8.9% disagreed and 7.6% did not respond.²³ The Faculty and Staff [Accreditation Survey](#) Spring 2013 demonstrated that 91% of the respondents feel safe on the campus during the day and that 60% of the respondents feel safe on the campus in the evening.²⁴

The recent growth of these new facilities has challenged the Facilities, Maintenance and Operations department. While the buildings continue to be maintained in a safe and hygienic manner, the number of personnel available to perform these services has decreased. The 26 member custodial crew handles routine cleaning of all College facilities to provide a safe and

sanitary environment for students, faculty, staff, and the public. The average square footage per custodial workload is 33,000 square feet/custodian; however, the [RCCD standard for square footage per custodial](#) workload is 23,500 square feet/custodian.²⁵ Given state revenue shortfalls and subsequent layoffs and retirements, the College has had to absorb a total of six custodial positions over the last two years. In FY 2013-14, the College has employed two additional custodians to reduce the square footage per custodian. Currently, cleaning efforts are focused on instructional and student service areas and restroom facilities; faculty and administrative offices are cleaned on a weekly basis. With the passage of Proposition 30, the College hopes that additional money will become available to fill some of the currently frozen staff maintenance positions.

Routine upkeep and maintenance of the campus' landscaping, athletic fields, parking areas, recycling receptacles, and circulation roadway are the responsibility of the Grounds department. The number of grounds personnel was also reduced by six in 2010 due to positions being frozen related to state revenue shortfalls. The use of artificial turf instead of grass on the football field, the installation of drought tolerant and low maintenance landscaping in new building areas, and the replacement of older landscaping that has died have reduced maintenance requirements to some extent and have enabled the grounds crew to maintain the beauty of the campus.

The RCC Facilities department functions seven days a week, 24 hours a day. The department monitors the physical environment through the use of a computerized energy management system (Automated Logic), work order system (Footprints), and facilities utilization report (Resource 25). These interventions enable the College to provide an optimum, healthy, and safe environment during all hours of operation.

The College complies with state and federal mandated ADA standards and consistently makes improvements to its facilities to provide accessibility on an ongoing basis. To ensure RCC remains in the forefront of this endeavor, on [February 24, 2009](#), the RCCD Board of Trustees approved an agreement with PSOMAS/BOA for design and engineering services to update the District-wide ADA Transition Plan.²⁶ PSOMAS/BOA conducted accessibility surveys and updated the Plan for Norco, Moreno Valley, Riverside City College, and the District support facilities as required by the federal government in order to increase compliance with Title II of the Americans with Disabilities Act Title 24; 2007 California Building Code, Chapter 11; and the DSA Access Compliance Manual. The first phase of this program, which has been completed, includes the conversion of many restroom stalls (wheelchair accessibility, handrails, and door hardware), curb cutting, enhanced ramp access and compliant exterior 'paths of travel' throughout campus, and increased numbers of [ADA](#) parking spaces. In phase two, new elevators will be installed, intercampus curbing removed, door hardware updated, and interior building paths of travel improved.²⁷ Other precautionary campus safety measures undertaken have included the removal of hazardous materials, such as asbestos, lead paint, and Polychlorinated Biphenyls (PCBs). The Disabled Student Services department (DSS) maintains close relationships with the Facilities department to ensure there are no physical barriers to prevent students from achieving their educational goals.

The RCCD College Safety and Police department ensures campus safety by conducting regular and routinely scheduled campus patrols. Safety Committee reports indicate a College wide prompt and thorough response to perceived safety issues. The most current 2012 Clery Report demonstrates that RCC crime statistics show a steady or declining trend in number and type of crimes that have most recently occurred on campus. The [Clery Report](#), which is compiled by the RCCD College Safety and Police Department, is published annually and is available on the RCCD website. ²⁸ This report indicates the types and numbers of crimes reported during the previous three-year period. The 2012 Clery report notes that at RCC in the 2009-2011 timeframe, there was one non-forcible sex offense reported; four cases of robbery; three hate crimes; 13 motor vehicle thefts; 26 burglaries; two liquor law violations; 13 drug law violations; and 3 reports of illegal weapon possession. No cases of homicide, forcible sex offenses, armed robbery, assault, or arson were noted.

Actionable Improvement Plan

None

Standard III.B.2

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

Standard III.B.2.a

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

Standard III.B.2.b

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the College conducts an [annual space inventory report](#).²⁹ The space inventories help to determine the space utilization and capacity/load ratios for all space at the college. The capacity/load ratios assist the College in identifying where more space is needed. Both the space inventory and capacity/load ratios are essential to development of the annual [Five Year Capital Construction Plan](#).³⁰

The 2012-2016 Five-Year Capital Construction Plan, submitted to the Board of Trustees in [August 2012](#) and revised on June 18, 2013, includes long-range capital planning and is updated annually by the Chief of Staff and Facilities Development, which was previously prepared by the Associate Vice Chancellor of Facilities Planning and Development. The College submits the Five-Year Capital Construction Plan to request funding for projects. The

document identifies current data on capacity/load ratios, demographics, and student enrollment. The plan melds physical plant development with projected classroom needs and links facilities planning with the College's Educational Master Plan. The 2012-2016 Five year Capital Construction Plan shows the capacity use ratios for laboratories and lecture space are projected to be 49.5% (laboratory) and 98.45% (lecture) for 2014.³¹ Following the passage in 2004 of Measure C, the College has been able to modernize its facilities and add new buildings. These projects are summarized in the RCCD CPES Riverside City College, including long-range projects to be prioritized and developed in the future.

Data on the effective utilization of academic and non-academic space are also provided through Resource 25, the College's scheduling software program. Quarterly data from Resource 25 allow the College to determine whether rooms are efficiently scheduled. Resource 25 reports are generated daily during scheduling periods to identify time slots and rooms available for scheduling.

The Riverside City College Long-Range Master Plan consists of two parts: the [Educational Master Plan](#) (EMP)³² and the [Facilities Master Plan](#) (FMP).³³ The two plans were developed in concert in March 2008. In 2011, the College began to update the EMP. The EMP identifies the College's educational mission and direction. The FMP assesses data, such as space utilization and capacity/load ratios, to ensure that the physical facilities can support the educational mission and goals that the College identified in its Educational Master Plan. The College uses these two plans to support capital fund requests.

The College updated its Facilities Master Plan in February 2012 to reflect short-term needs not addressed in the [2008 FMP](#).³⁴ The College identified the need for 500 parking spaces immediately and at a minimal cost, student services in a central location, food services on the west side of campus, and an evaluation of surplus space. The plan also lists long-term needs, such as vehicular entry problems, parking, location and configuration of buildings and open space, sustainable land use, and the relocation of the Culinary Academy.

Riverside City College long-range capital plans include the Facilities Master Plan and the Five year Capital Construction Plan. The long-range plan, driven by the Educational Master Plan and the College mission, include minor capital remodeling and alterations, scheduled maintenance, and the following:

- Lovekin Parking/tennis courts
- ADA upgrades
- Twelve KV electrical loop
- Food services 'Grab-n-Go' facility
- Culinary Arts Academy building
- Henry Coil, Sr. and Alice Edna Coil School for the Arts and parking structure
- Student Services building
- Life Science/Physical Science reconstruction (pending statewide bond approval)

Scheduled maintenance at Riverside City College includes roof replacement on RCC's permanent structures; significant improvements in utilities; replacement of boilers, air handlers, and chillers across the campus; and maintenance on interior treatments.

The information considered for the total cost of ownership (TCO) of facilities and equipment includes capital investment, operating costs, short/long term requirements, debt service, ownership versus renting/leasing, useful life, and salvage value. TCO is analyzed by the College and District to assess long term fiscal implications in the maintenance and support of facilities development, as well as purchases of major technology and instructional equipment. The College Facilities department works in cooperation with the District Facilities Planning and Development department to meet the needs of the College. The 2008 [Facilities Master Plan](#) includes the template for calculating the TCO for new facilities.³⁵

Instructional, Student Services, and Administrative Units assess facilities annually as a part of the annual unit plan and as part of the comprehensive program review. Each unit requests additional space or renovation of space as needed. These requests are reviewed by three Unit Plan Review Committees, one for Student Services, Administrative Support, and Academic and Career/Technical Programs and Instructional Support. For each area, these operational committees review all unit plans in their respective areas and prioritize funding requests in preparation for movement to the Budget Prioritization Committee (BPC). Upon receipt, the BPC reviews the prioritization and funds available to meet as many needs as possible. The BPC forwards its recommendation of budget allocations to the President's Leadership Team (PLT) for review and final decisions. Award letters and allocation of funds complete the resource allocation cycle. This closes the loop in the process and provides communication transparency to all involved in the [planning process](#).³⁶

While the annual unit plans generally deal with shorter term physical resource needs, units identify longer term resource needs in their comprehensive program reviews. The comprehensive program reviews provide critical input during the update of the Educational Master Plan (EMP), which is synchronized with the goals and strategies in the Strategic Plan. The EMP then drives the update of the FMP. The Physical Resources Advisory Group (PRAG) reports to the Resource Development and Administrative Services Leadership Council (RDASLC) and is charged with the following responsibilities:

- To utilize the facilities master plan and align academic and student service needs and requirements with facilities;
- To ensure that security issues are addressed and coordinated with College Safety and Police; and
- To assist in decision making and recommendations regarding new facilities and refurbishing of existing facilities.³⁷

The PRAG forwards physical resources items to the RDASLC for discussion, which in turn forwards the items to the Strategic Planning Executive Council (SPEC) for approval.

When items approved by the SPEC impact two or more colleges, the College president recommends to the District Strategic Planning Committee approval of the items. The District Strategic Planning Committee considers the items in light of District themes and strategies

and recommends a decision to the District chancellor and, subsequently, to the Board of Trustees. The co-chairs of the Strategic Planning Executive Council are the College president or designee and the academic senate president or designee. These co-chairs both serve on the District Strategic Planning Committee. This provides the direct link from the College to the District.

The College assesses the effective use of physical resources on an annual basis. The Facilities Department conducts annual non-instructional program reviews (unit plans). The program review process is used to assess the effective use of the College's facilities and resources.

Assessments included work order reviews; classroom efficiencies; utility usage including gas, electric, water, and waste disposal; and District vehicle maintenance, repair, and gasoline consumption. Using a state recognized square foot formula, this assessment is analyzed into cost per square foot. The cost-per-square-foot figure is used to evaluate and monitor existing space, and the results are used to project future allocated funds. These data are used for operations, supplies, utilities, and trending.

Self Evaluation

The College's long-range capital plans include the Facilities Master Plan and the Five-Year Capital Construction Plan. Long-range plans are driven by the Educational Master Plan and support the College mission. The College's long-range capital plans support institutional improvement goals. Although total cost of ownership is a factor in the District Five-Year Capital Construction Plan, a complete Life Cycle Cost Analysis (LCCA) is not part of the planning process at this time, although a template for this analysis exists in the 2008 [Educational Master Plan](#).³⁸ The LCCA includes the total cost of a building and its equipment over 30 years, including utilities, operations, maintenance, and technology. The LCCA would assist the college in projecting long-term ownership costs. However, the College did provide a [New Facility Resource Request](#) to the District office that identified the annual operating costs, including utilities and personnel, for opening the new Math and Science and the Nursing buildings.³⁹ Unfortunately, of the \$1,506,478 requested, only \$370,000 or 24.5% of the operating costs was funded as part of the College's base funding in the 2011-12 District Budget, which has a line item as part of the District's Budget Allocation Model for new facilities. In addition, the College and the District miscalculated the costs of utilities for the new facilities. The 2011-12 estimated the cost of utilities at \$173,738, but the actual cost is \$337,808, only 51.4% of the needed amount was funded.⁴⁰ Also, the College did not anticipate the costs of maintenance contracts for the new chillers and elevators. These contracts have added \$64,828 to the annual operating costs, not including more than \$17,000 for maintenance items and installation costs.⁴¹ Due to the state budget crisis, these added costs had to be absorbed by the College from other areas. As new facilities come online, the College must assess the total cost of ownership more closely.

Moreover, because the District Facilities Planning and Development department oversees all construction in the District, some decisions to change the original construction plans for the new Math and Science and the Nursing buildings were made without additional consultation

with the College academic departments and administration. These decisions have significantly impacted the operation of the two new buildings. Changes to the basic layout and configuration of labs and lecture rooms have caused problems. For example, cabinetry was deleted in some labs, added to other labs, and the wrong cabinetry was installed in others. A decision to change the reverse osmosis system by removing plumbing from the plans has left 90% of the lab locations without distilled water, an absolute necessity for conducting experiments in academic labs. Equipment was purchased and installed (at least four fume hoods) that were never requested by the academic departments. Ventilation problems have been continuous since occupancy. Temperature control and circulation issues exist, some attributed to operational knowledge and some to a lack of a true building commissioning process. The cost to assess and to repair these problems after occupancy is, as of July 2013, \$25,633 for Forensics Analytical to assess the entire building, \$2,719 to evaluate the lab odor problems, and an additional \$18,000 to review the engineering project design documents. Final solutions to the problems will depend on this review.⁴² Many of the decisions impacting academic areas were made by District personnel who do not understand the nature of the academic programs the [facility](#) was developed to provide.⁴³ Since completion of this review, the College and District facilities leaders have teamed together to review, evaluate, and address any and all issues related to the facility's operations and performance. A working outline to identify issues, resolutions, plans, project leads, and progress on each item is being developed.

The College and the District have a joint process in place for the assessment of facilities and equipment to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. For example, in 2006 the Maintenance and Operations Task Force was convened by Vice Chancellor, Administration and Finance. The Task Force had the following charges:

- To examine and make recommendations regarding the provision of custodial, grounds, and maintenance services on a centralized or decentralized basis in recognition of the District moving from a three campus college to three autonomous colleges;
- To formulate defined Standards of Care in the areas of custodial services, grounds services, and maintenance services to ensure that the District physical assets are appropriately cared for and managed; and
- To develop staffing guideline standards to ensure that the Standards of Care are implemented.

During the process of addressing these charges the Task Force added a fourth charge:

- To examine and review job descriptions for providing custodial services, grounds services, and maintenance services at one large college and two small colleges.

In 2008, the Task Force submitted the [Maintenance and Operations Task Force Report](#)⁴⁴ that created a simple and easily understandable approach to staffing maintenance and operations functions in a manner that was fact-based on standards of care. The report includes a collection of tools that can be used to ensure that RCCD's physical assets are cared for in a

manner that provides the best possible environment for teaching and learning. Unfortunately, due to the state budget crisis, the District hiring freeze, and layoffs, the College needs two part-time day custodians, 16 night custodians, and 18 maintenance mechanics to meet the standards of care established by the task force. This shortage has required Facilities to make numerous adjustments to the District standards of care, including the frequency and type of cleaning done on a regular basis.

The College has an updated Educational Master Plan (EMP) and has just completed an update of the Facility Master Plan (FMP). Through the College's shared governance structure, the College ensures that physical resource planning is integrated with institutional planning. For example, in [2009](#), this process resulted in the approval of eight projects, including a new office for the Digital Copy Center, Huntley Gym remodel, fume hoods for two physical sciences classrooms, black-box telecom remodel, theater remodel, quadrangle basement remodel, air conditioning unit for Digital Library server room, and air conditioning for Huntley Gym.⁴⁵ Unfortunately, during the planning stage with the District Facilities and Planning department, the College has leveraged its allocation of Measure C money and has relied on state bond money for its future construction projects. On [June 5, 2012](#), Gin Yang-Staehlin, from Facilities Planning and Consulting Services, provided the Board of Trustees an overview of the State Chancellor's Office Capital Outlay Plan and an update on the recently revised State Capital Outlay Program and the District's capital outlay projects which are in the state queue waiting to receive funding.⁴⁶ Due to the lack of state funds and no statewide construction bond in the near future, the College now can submit only one Final Project Proposal. Prior to the notice from the state, the College had attempted to leverage local funding with state bond funding, but as a result of the revised State Capital Outlay Program limitations, the College now lacks funding to remodel the vacated Physical Science and Life Science buildings. Because the College had already allocated its Measure C funds before the changes to state funding occurred, it had to change its planning priorities. These unanticipated changes resulted in two buildings at the center of the campus remaining offline indefinitely.

The Academic and Career/Technical Program and Instructional Support Leadership Council, the Physical Resource Advisory Group, the Technology Advisory Group, and Facilities, Maintenance and Operations all work to ensure the institutional goals of access and growth are met with appropriate facilities, equipment, and technology plans.

Actionable Improvement Plan:

Prepare total cost of ownership plan for any new construction.

Evidence

- ¹ Riverside Space Inventory Report: [Certification of Inventory for Fiscal Year 2012/2013](#).
- ² See the [June 2013 Five-Year Construction Plan](#), the District Projects Priority Order.
- ³ [Facilities Department Unit Plan](#).
- ⁴ Riverside City College [Educational Master Plan](#).
- ⁵ Review the Revised Facilities Master Plan (2012).
- ⁶ [Annual Space Utilization and Space Inventory Reports](#).
- ⁷ See the facilities and equipment sections of the [unit plan](#) and [comprehensive program review](#) templates.
- ⁸ [RCCD Capital Construction Plan 2008-2012](#).
- ⁹ [RCCD Capital Program Executive Summary](#) -11/18/2012 (updated 4/3/13 on web site).
- ¹⁰ [Board Policy 6870](#).
- ¹¹ [Full text ballot](#) proposition for Bond Measure Election, March 2004.
- ¹² Review the [Measure C project and expenditure list](#) for Riverside City College.
- ¹³ [Resource 25 Reports](#).
- ¹⁴ [Inspection records](#).
- ¹⁵ [Footprints examples of Work Orders](#) – safety and valid emergencies, preventative maintenance work orders; date, costs, and problem nature.
- ¹⁶ [Twenty-four point classroom checklist](#).
- ¹⁷ [Scheduled Maintenance lists – roofs, utilities \(chillers, pumps, motors\), mechanical equipment \(transformer upgrades\)](#).
- ¹⁸ Review the [ADA Transition Plan](#).
- ¹⁹ MOU with City of Riverside Police Department.
- ²⁰ [Safety Committee Minutes](#).
- ²¹ [Standardization Plan](#).
- ²² RCC [Facilities Master Plan, 2012](#).
- ²³ [Student Satisfaction Survey Results, 2009-10](#).
- ²⁴ Review the 2013 [Accreditation Survey](#) results for Standard IIIB.
- ²⁵ Maintenance and Operations Task Force-[Staffing Standard Guidelines/Recommendations](#).
- ²⁶ [February 24, 2009 Minutes](#) of the Board of Trustees.
- ²⁷ Review [ADA Transition Plan](#).
- ²⁸ [2012 Clery Report](#).
- ²⁹ [Annual Space Inventory Report](#).
- ³⁰ [2012-2016 Five-Year Capital Construction Plan](#).
- ³¹ [August 21, 2012 Minutes](#) of the Board of Trustees.
- ³² Review the [Educational Master Plan](#).
- ³³ Review the [2012 Facilities Master Plan](#).
- ³⁴ RCC [Facilities Master Plan, 2008](#).
- ³⁵ See 2008 [Educational](#) and [Facilities](#) Master Plan for the template.
- ³⁶ [Strategic Planning Flow Chart](#).
- ³⁷ [See minutes of the SPEC](#).
- ³⁸ See pages 1.45-1.48 of the 2008 [Education Master Plan](#).
- ³⁹ See [New Facility Resource Request 11/15/10](#).
- ⁴⁰ Review utilities estimated in the 2011-12 budget and the actual cost on utilities submitted by the Facilities Department.

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- ⁴¹ See memo from Vice President of Administration on the contract costs.
- ⁴² See July 25, 2013 e-mail from Wyckoff for details of the additional costs.
- ⁴³ [Review the list](#) of problems provided by the Life Science department and the detailed [forensics reports](#).
- ⁴⁴ [2008 Maintenance and Operations Task Force Report](#).
- ⁴⁵ [Remodel Projects allocation 2009](#).
- ⁴⁶ Review [presentation to the Board of Trustees](#).

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College wide communications, research, and operational systems.

Standard III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Standard III.C.1.b

The institution provides quality training in the effective application of its information technology to students and personnel.

Standard III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Standard III.C.1.d

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary:

The technology resources at Riverside City College support learning, teaching, College wide communications, research, and operational systems. The College identifies its needs through the Comprehensive Instruction Program Review process, Annual Instructional Unit Plan documents, and Administrative Unit plan documents, which are completed by various operational units. RCC funds its technological needs through the College resource allocation process. The District and the College evaluate the effectiveness of its technology in meeting these needs through a District wide IT Audit and College surveys and assessments. The College receives its technology support services through District-level departments and campus-based support services. The [functions, roles, and responsibilities](#) related to this standard are shared with the District.¹

The [District Information Services](#) group is responsible for District-wide information delivery infrastructure and its supporting components.² Organizationally, this structure encompasses the following services and support groups within Information Services:

- Network Services
- Administrative Systems

- Desktop Computing
- Telephony Services
- District Help Desk.

The District Information Services group provides the necessary support to ensure the delivery of requisite services to meet the educational and administrative requirements of the College and the District. Specifically these services include the following:

- Planning and maintenance of a reliable and robust network for local area inter and intra campus networks, as well as institutional access to the public Internet and the World Wide Web;
- Providing a comprehensive enterprise level administrative system capable of recording, storing, and reporting on data for student, financial, academic, and administrative transactions;
- Supporting a centralized internal telephone system, designed to minimize calling charges, as well as delivering enhanced services such as four digit dialing, voice mail, and unified messaging;
- Offering hardware and software support of District microcomputers for faculty and staff, academic computing labs, and related servers;
- Centralizing Help Desk functions for all of the Information Services groups, as well as servicing Open Campus and Facilities Management groups;
- Providing the development, deployment, and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other District resources such as Open Campus, Accounting and Financial Services, Human Resources, and the Web Development group; and
- Assisting constituents in planning technology for new buildings, offsite learning centers, and other District sites.³

The Administrative Systems group within District Information Services implements and supports the District-wide Ellucian administrative applications suite (Colleague, Advancement, and WebAdvisor) and related District-wide software packages (CI-Badge, CI-Track, Resource25, FootPrints, and SARS). Currently, the District owns, supports, and maintains licensing on the entire suite of Colleague modules, such as Admissions, Registration, Transcripts, Degree Audit, Student Financial Aid, Finance, Advancement and Human Resources. The District migrated to version 18 of Colleague (the latest release) in 2007. Information Services is currently in the process of implementing a District-wide Ellucian Colleague Portal for students, faculty, and staff. The portal will be deployed for testing in winter 2014 and made fully available for wide-scale use in spring 2014. The portal is funded as part a Title V grant and will provide the following services:

- Consolidated services (i.e., Galaxy, Footprints, WebAdvisor, e-mail, Resource 25, etc.);
- Single sign-on;
- Collaboration tools fostering engagement, social networking, and communication; and

- Targeted content delivery of personalized announcements, news, and messages. District Network Services, Telephony Services, and Administrative Systems are located on the Riverside City College campus. Information Services staff monitor and manage the networking infrastructure and Private Branch Exchange (PBX)/Voice-over-Internet Protocol (VoIP) phone, and Ellucian systems.

[Telephony Services](#) has two full-time personnel assigned to perform centralized Telephone Services. [Network Services](#) provides free wireless Internet service to students, faculty, and staff. Riverside City College has a Permanent Part-Time Network Support Specialist assigned to handle switch port configuration, printer, uninterruptible power supply (UPS), and automatic transfer switches (ATS) configurations and to assist where need is greatest.⁴

The District Help Desk provides a centralized system to address support requests. The Help Desk distributes work assignments as appropriate for desktop, laptop, network, e-mail, campus lab, wireless, WebAdvisor support, and limited Open Campus assistance requests. District Information Services (IS) members handle work orders generated through the District Help Desk, as well as the ongoing maintenance of desktop hardware and software for both administrative and academic computing. This IS team cooperates with the Instructional Media Center and instructional departments to provide College infrastructure support.

District Information Services staff protects the software and equipment on all College computer systems. The staff installs computer workstations with up-to-date protection software. Staff and administrators' desktops and laptops and academic computers are all configured to download up-to-date versions of antivirus software whenever it is released. District Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to ensure a reliable, secure network environment.

In fall [2012, Open Campus](#) provided distance learning for over 1,475.7 resident FTES District wide per year or 13.47% of the total resident District FTES along with training and support for online instruction. Of the 1,475.7 District-wide FTES, 892.45 resident FTES came from Riverside City College. Distance education (hybrid and online) instruction amounts to 15.67% of the College's total resident FTES.⁵ Open Campus is responsible for all aspects of online and distance education at the College and District levels, including:

- Online, hybrid, and web enhanced course set up and maintenance, upgrades, training, backup, and implementation, in conjunction with the host provider (Blackboard);
- Online support training includes web page publishing software, streaming media software, peripherals via one-on-one training, FLEX workshops, and Hybrid Academy;
- Maintenance of servers and software licenses for online-related instruction; and
- Contractor-provided 24/7 Help Desk support to online-based students and faculty.⁶

District Educational Services and Creative Services provide the following services:

- District-wide assistance to academic departments, programs, and faculty in the development of websites;

- Input related to e-learning strategies;
- Management of academic web servers including the assignment of server space and creation of individual system accounts;
- Oversight of system management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring related to academic web servers;
- Web policies, practices, and procedures related to faculty, and academic and instructional program websites; and
- Provides and maintains website infrastructure for the District and College, including online versions of the catalog, schedules of classes, and other online College publications. ⁷

Facilities, Maintenance and Operations provides and maintains workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and assistive facilities for disabled students.

The College offers computer access to all students in the Salvatore G. Rotella Digital Library/Learning Resource Center. Additional College-based, discipline-specific computer access for students exists in the Martin Luther King, Jr. Student Success Center (MLK) as well as discipline specific labs throughout the College. The locations and number of computers are as follows:

- DLLRC, 419 computers, 1 Adaptive Technology workstation, 53 laptops
- Center for Communications Excellence (CCE), MLK SSC, 24 laptops (cart)
- Writing and Reading Center (WRC) MLK SSC, 84 computers
- Computer Information Systems Advanced Programming Lab, MLK SSC, 27 computers
- Computer Information Systems CISCO Certification Lab, MLK SSC, 27 computers
- Computer Information Systems Lab, MLK SSC, 54 computers
- Math Learning Center Lab, Math and Sciences Building, 69 computers
- Applied Digital Media Labs, Technology B Building , 80 Mac computers
- Journalism Lab, Assessment Center, 10 computers
- Nursing Computer Lab, Nursing Building, 80 desktop computers and 39 laptops
- World Languages Lab, DLLRC, 86 computers

The library provides technology and services to the operations and effectiveness of the Salvatore G. Rotella Digital Library/Learning Resource Center (DLLRC) and various academic and administrative units at the colleges and District. These services include the following:

- District wide Integrated Library System (ILS) providing the online public access catalog for library patrons, and circulation, cataloging, acquisitions, serials, and management reports modules for library staff;
- College pay-for-print system;
- Remote access authentication to library subscription databases;

- Library web site;
- Library anti-virus protection;
- Library system restoration and imaging/backup; and
- Library public computer management.

Adaptive hardware and software are available to the DLLRC to accommodate disabled students. The library printers and copy machines have maintenance contracts to provide replacement parts, hardware, and software at no additional charge. The DLLRC Microcomputer Support staff updates software and upgrades/replaces hardware for DLLRC student and staff computers.

The DLLRC also provides remote online access to materials, including monographs and periodicals, and services via the library web sites, which are available 24 hours a day, 7 days a week. These services include the following:

- The online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and physical/streaming media;
- E-books and electronic course reserve materials;
- Electronic resources via subscription databases, which contain citations, abstracts, and increasingly the full text of articles from magazines, journals, newspapers, and reference resources;
- Tutorials and guides to finding and using information; and
- General information about [library resources and services](#).⁸

The Riverside Instructional Media Center (IMC) provides audio-visual support to the [District and colleges](#).⁹ IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by the Riverside Community College District in cooperation with city, county, civic, and community agencies. The IMC provides the following services:

- Instructional media equipment delivery to classrooms and conference/meeting rooms;
- Instruction media equipment installation, maintenance, and repair;
- Video/web/satellite conferencing setup;
- Off-Air video and audio recording;
- Streaming media digitization, storage, and distribution;
- Media duplication and conversion;
- Photography and video/audio recording for instruction, meetings, and special events;
- Graphics/animation production, image scanning, and web-site design;
- College educational television channel, KRCC, programming;
- New equipment specification for existing facilities and new projects; and
- Instructional media hardware and software training of faculty/staff.¹⁰

IMC services and support are requested via an online [IMC Multimedia Request form](#).¹¹ The IMC web site provides information on services, equipment, procedures, staff, and operating hours.

The College provides ongoing, in-house technology training for faculty and staff on a regular basis. Training for District applications and systems is provided through online tutorials, workshops, and one-on-one training. [Open Campus](#) services,¹² Information Services,¹³ and [Disabled Student Programs and Services](#),¹⁴ [Faculty Development Center](#),¹⁵ the [IMC](#),¹⁶ and the [library](#)¹⁷ offer training opportunities throughout the semester and on designated faculty FLEX days and [Staff Development](#) days.¹⁸

Open Campus provides students access to a [sample online class](#) to provide an example as to what to expect in an online course environment.¹⁹ All first-time online students, who wish to enroll in an online course in WebAdvisor, are required to complete an Online Skills Workshop via WebAdvisor prior to registration. The Workshop simulates the online class environment and requires students to demonstrate the following:

- To send e-mail to the instructor;
- To use the discussion board;
- To turn in assignments; and
- To take online tests.

[Open Campus](#) trains all District online teaching faculty.²⁰ Instructors who wish to offer online courses using Blackboard Learn 9.1 are required to complete the Online Blackboard Academy, which consists of six online modules and must be completed within one month. Training modules range from basics of Learn 9.1, to Section 508 requirements to basics of how to incorporate video in an online course. Open Campus has created over 100 online tutorials on topics, ranging from Learn 9.1 to how to use Respondus or TurnItIn tools in online courses, to support all faculty using Blackboard Learn 9.1 in instruction. Open Campus pays stipends to experienced instructor-mentor faculty at each college. College faculty can contact mentors via e-mail or arrange for one-to-one training and support. Mentors offer workshop topics.²¹ Open Campus contracts with a third-party provider, Blackboard Student Services, to deliver 24/7 help desk support for both students and instructors.

Information Systems develops online tutorials for the web interface to District-managed Colleague. WebAdvisor applications are developed and made available for both students and personnel on the main [WebAdvisor menu page](#).²² [Help desk](#) personnel provide support for faculty computer needs.²³

The [Disabled Student Programs and Services](#) office supports many instructional activities. The DSPS office lists these services on its web page.²⁴ Through the coordinated efforts of Open Campus, Educational Services, and Disabled Student Programs and Services, workshops are provided for faculty to make online and traditional course material ADA compliant with section 508 of the Federal Rehabilitation Act.²⁵

Disabled Student Programs and Services conducts ongoing assessment of needs related to specialized technology and works in collaboration with the District/College to ensure ADA compliance. Disabled Student Programs and Services also provides students with adaptive technology. For example, students with print disability receive e-text access training on

WYNN and Read Please. Blind students receive screen-reader training using JAWS, OpenBook, and Dragon Naturally-Speaking. Students with vision impairment receive instruction in the use of Zoom Text. Site licenses have been purchased for core assistive software programs, and computer stations equipped with these specialized programs are available in all labs and learning centers on campus, including those in the Disabled Student Programs and Services laboratory, the Digital Library and Learning Resource Center, and the Martin Luther King, Jr. Student Success Center.

The Riverside Faculty Development Coordinator, a faculty-held position, organizes and coordinates various technology trainings, typically held on FLEX days. Information regarding the center's activities, hours, and location is found on the [College web site](#).²⁶ In 2012 the Faculty Development Center also formed a community of scholars which began creating guidelines for best practices in online education.

The [IMC](#) provides customized training to faculty and staff in beginning through advanced level Microsoft Office, Adobe Connect Pro, and Adobe Creative Suite. Digital imaging and scanning training is provided, as well as training in newer technologies such as Mediasite, for recording lecture and presentations in real time²⁷ or for SharePoint web content.²⁸ Training is held in the DLLRC in the Convergence Center and in the Glenn Hunt Center for Teaching Excellence, or in the classroom. Faculty may request one-to-one basic training with follow-up sessions on an as-needed basis. The IMC also provides training through its "Mr. Techie" e-mails and the blog. Faculty and staff can access on-demand online training and submit questions to [Mr. Techie](#) for follow-up or additional assistance.²⁹

Library faculty provide library orientations and workshops for students, faculty, and staff on searching library subscription databases (on campus and remotely) and the online public access catalog (OPAC). Librarians in coordination with Library Computer Microcomputer Support and IMC staff are in the process of developing a series of workshops on discrete technology topics, such as cloud storage, that will be offered beginning in spring 2014. Admissions and Outreach coordinate with the library to offer training on the use of WebAdvisor for students. Handouts and information posted to the library website also provide information on District [policies and procedures](#) regarding appropriate use of the Internet.³⁰

The College also provides training to students through academic credit coursework tied to instructional labs. This coursework is provided in academic departments of Business and Information Systems, Library, and Applied Digital Media. The Digital Library Learning Resource Center and the Martin Luther King Jr. Student Success Center provide access to [online tutorials](#) or [workshop training](#).³¹

Lab coordinators in the Martin Luther King, Jr. Student Success Center facilitate technology training in support of students enrolled in courses with TBA lab assignments. Some training is led by lab coordinators and instructional support specialists. For example, all hourly staff hired by the [Writing and Reading Center](#) complete a formal technology skills training program, provided by the Center's Instructional Support Specialist (ISS), designed to ensure staff are able to answer students' most commonly asked technology questions.³²

The Staff Development Advisory Committee, comprised of classified staff members,³³ plans and develops a Classified Staff Development Day on an annual basis.³⁴ The group is responsible for determining professional development as well as technology training needs for classified staff. The Staff Development Advisory Committee is developing a more comprehensive professional development program that will offer on-going training, rather than just once per year, on a variety of topics, including technology.

The institution systematically plans, acquires, maintains, upgrades, and/or replaces technology infrastructure and equipment to meet institutional needs for new building planning, operations, and teaching and learning through shared functions and collaboration between the District and College. District technology plans are developed for all new construction.³⁵ Infrastructure standards for new buildings are established and maintained by the District with input from the College. The District plans for the maintenance and operations of the [District technology infrastructure](#).³⁶

District Network Services plans and provides components for the District-wide network. Network Services oversees the planning, implementation and maintenance of appropriate solutions for e-mail, storage area networks, and servers in support of academic and administrative needs of the District and College.

District-wide network maintenance is handled in multiple ways. Annual support contracts are purchased for all core critical usage devices, including hardware/software support and access to vendor technical support personnel, online technical support data, web sites, and software repositories. Uninterruptible power supply (UPS) systems are used for emergency replacements, new network configuration testing, and analysis.³⁷ Information Services is also incorporating automatic transfer switches (ATS) into the standard for buildings to guarantee reliable, seamless power when outages occur.

Hardware for District wide administrative systems (Colleague, Ellucian, Advancement, and WebAdvisor) is under full warranty and then placed on full maintenance plans once the warranty has expired. Upgrades are completed as the District's demand for processing power and speed increase or when software upgrades dictate. District wide equipment is upgraded when the maintenance costs outweigh the costs of purchasing new equipment under warranty.

The Telephony Services department maintains a centralized District telephone system. Two District staff members are responsible for these functions. Currently the telephone system is a NEC hybrid PBX capable of supporting the legacy digital system as well as voice over IP (VoIP) deployment. As facilities are constructed and remodeled, VoIP is utilized, decreasing wiring and management costs. Telephony Services is also responsible for the planning, construction, and maintenance of the District's cable plant and related infrastructure. The District has developed and follows standards for new construction related to information technology.³⁸ To help facilitate long-range cable and network planning, Information Services has initiated a comprehensive review of the existing cable plant and conduit pathways.³⁹ The information is used to ensure adequate planning and implementation of infrastructure for future growth at the College.

During the 2009-2010 academic year, the College completed its technology plan.⁴⁰ However, District Network Services maintains network infrastructure and server equipment purchased by the College.⁴¹ The College's [Technology Plan](#) provides guidelines for replacement, by age and user type, of any technology infrastructure and equipment purchased by the College.⁴²

District Information Services staff maintains all desktop and laptop computers, with the exception of computers in the DLLRC, which are maintained by the College's Library Microcomputer Support. All hardware is covered by warranty or contracted services. Information Services and Library Microcomputer Support staff troubleshoot problems and handle warranty-related issues. District Information Services and Inventory Control personnel assist the College with the inventory, upgrade, and replacement of computer equipment to meet College needs.^{43,44}

The College documents annual resource requests for programs and services through its strategic planning process. Academic disciplines submit resource requests in the Annual Instructional Unit Plan, an update to the Comprehensive Instructional Program Review. Student Services and Administration submit resource requests via the Administrative and Student Service Unit Plans. All annual technology resource requests are distributed to the three Unit Plan Review Committees (UPRC) for Academic and Career/Technical Programs and Instructional Support, Student Services, and Administrative Support. Using a common rubric, the Unit Plan Review Committees prioritize these requests and then forward recommendations to the Budget Prioritization Committee (BPC). The BPC reviews these requests, taking in to account other strategic inputs such as the mission, College goals, Midrange Financial Plan, and Technology Plan. The College's [Technology Plan](#) and [Technology Replacement Addendum](#) provide policies and procedures, which inform the Budget Prioritization Committee's decisions regarding the allocation and redeployment of computer resources.⁴⁵ The Technology Replacement Addendum references basic replacement guidelines by age as well as suggested total cost of ownership considerations.

The BPC makes recommendations for annual resource allocations to the College president. The status of the resource requests, including comments about the funding of those requests, is communicated to College constituents via the [Budget Prioritization Committee's web page](#) on the College website.⁴⁶

Open Campus evaluates its web server and equipment selected for distance education programs on an annual basis. Extensive research goes into the identification of technologies for use in distance education.⁴⁷ Additional software is purchased for use in distance education programs as either stand-alone applications or BlackBoard integrated tools.

A District server provides license management for software to support instruction, student services related to counseling, online tutorials, and orientation. District Creative Services supports web conferencing throughout the District via Adobe Connect Server. The SharePoint server supports District and College intranet and internal applications, including websites and document management. The SharePoint platform is used for the publicly-accessible College web site as well as the private intranet sites, which house District and

College content. The District Ellucian Colleague Portal, scheduled for a winter 2014 deployment, is also SharePoint based.

Self Evaluation

The District and the College utilize the results of the District Information Technology (IT) Audit, College surveys, and the College's strategic planning process to assess the effectiveness of information technology services, support, facilities, hardware, and software.

In 2010, as a part of a broad [technology and IT assessment](#) initiative, the District commissioned a comprehensive audit of all District information technology services, systems, and solutions.⁴⁸ The [audit](#) presented findings, recommendations, and a roadmap for implementation based upon input from faculty, staff, students, and stakeholder groups identified by the chancellor, college presidents, and District senior management. Interviews, questionnaires, focus groups, and forums were used to “assess current conditions and capture requirements and a vision for future technology within the District.”⁴⁹

The [IT Audit](#) provided key findings and observations in the following technology areas:⁵⁰

1. IT Physical Infrastructure
2. Server Rooms and Future Network Operations Centers (NOCs)
3. Data Network Infrastructure
4. Voice Infrastructure
5. Systems Infrastructure
6. Enterprise Applications
7. Audiovisual and Instructional Media
8. IT Organizational Structure and Shared Governance
9. IT Operations
10. Physical Security

The IT Audit provided recommendations for each technology area, and it supplied a roadmap for the implementation of the recommendations.

Upon completion of the IT Audit, a District-wide IT Implementation Committee—comprised of faculty, staff and managers with technical and operational knowledge and experience at the College and District level—was formed and charged with developing an implementation plan based upon an evaluation of the IT Audit recommendations and proposed roadmap.⁵¹ The IT Implementation Committee systematically reviewed and annotated the IT Audit roadmap and then provided detailed information and recommendations for implementation.⁵² Based upon the recommendations of the IT Implementation Committee, the Board of Trustees approved the proposed budget for the [Core Network Upgrades Project](#) in the amount of \$4,850,683 using Measure C funds for Information Technology.⁵³ At the final meeting of the IT Implementation Committee, the task force made the following recommendations:⁵⁴

- Replace end-of-life [instructional audiovisual equipment](#);⁵⁵
- [Evaluate Resource25](#) and investigate alternative solutions;⁵⁶ and

- [Propose the formation](#) of an Information Technology Strategy Council (ITSC) to handle and facilitate centralized IT services and requests.⁵⁷

In response to these recommendations, the chancellor provided a budget allocation to each college for the replacement of end of life audiovisual equipment.⁵⁸ The College Budget Prioritization Committee (BPC) of strategic planning recommended partial funding of the end-of-life audiovisual equipment replacement list (originally valued at \$1.6M and revised to \$1.4M), which the IMC generated at the request of the District IT Audit Implementation Committee for approval by the Riverside [Strategic Planning Executive Council](#).⁵⁹ The [BPC recommended](#) that the IMC receive \$460,000 of the \$905,000 equipment allocation that the College received from the District (\$340,000 was allocated for computer replacement and \$100,000 was set aside for a technology perpetual renewal fund).⁶⁰

Based upon the IT Implementation Committee’s recommendations regarding Resource 25, [District Information Services](#) has evaluated R25 and investigated alternate solutions. District IS has selected 25 Live as the District solution for master event calendaring and plans to migrate from R25 to 25Live pending funding.⁶¹

The IT Implementation Committee proposed the creation of an Information Technology Strategy Council (ITSC) to address the IT organizational structure and shared governance recommendations of the [IT Audit](#) and to review standards for technology in existing facilities, new construction, and renovation projects. The IT Audit noted that “District IT services have evolved over time to address certain economies/efficiencies of scale or allowing for autonomy and localization of certain categories of support.” As RCCD has developed from a multi-campus District to a multi-college District, the expansion of IT support at the District and College level has resulted in the need to better define, communicate, and deploy services.⁶² The [IT Audit](#) provided recommendations related to restructuring the College’s Instructional Media Center (IMC) units under District IS, centralizing microcomputer and systems support for the RCC Digital Library under District IS and creating accountability for local service issues and projects through dotted line reporting to the Vice President, Business Services.⁶³

The District ITSC will also evaluate [IT Audit](#) recommendations regarding the creation of an IT service catalog and definition of service level agreements.⁶⁴ Service Level Agreements (SLAs) provide a description of services, priorities, responsibilities, as well as defined performance metrics. The IT Audit recommended performance metrics include the following:

- System uptime
- Response time to service requests
- Time to close service requests
- Network throughput
- Quality of audio and video conferences served
- Application enhancements
- Completed report requests
- Budget balances

Definition of SLAs and development of related performance metrics will further clarify functions, roles, and responsibilities related to the Function Map.

The Information Technology Strategy Council (ITSC), established by the District at the recommendation of the IT Implementation Committee, convened for the first time in [May 2013](#). The Council, chaired by the Associate Vice Chancellor, Information Services, consists of the three college vice presidents, Business Services; college Technology Committee chairs; and the student trustee. The Council is currently addressing the following key issues: the District/College Function Map related to Information Services, centralized/de-centralized responsibilities, technology replacement, IT standards, and project responsibility.⁶⁵ At the June 2013 ITSC meeting, the Council discussed the need to provide a status update on the IT Audit recommendations and to identify any information technology issues that have arisen since the completion of the audit.⁶⁶

The College has recognized the need to engage the IT Audit recommendations. The College is planning for further review and feedback to the District ITSC with respect to proposed changes to the IT organizational structure as recommended by the IT Audit. As the ITSC moves forward in prioritizing the audit recommendations, the College's Technology Advisory Group of the Resource Development and Administrative Services Leadership Council will provide a forum for a College-wide assessment of the IT Audit recommendations, which will be integrated into the College's strategic planning process. This assessment and discussion of technology issues will be carried forward to the ITSC by the College's representatives on the Council.

In 2010, the College [Technology Advisory Group](#) (TAG) developed and implemented a Technology Survey to assess the effectiveness of information technology services and support at the college level.⁶⁷ This survey is now administered annually to all College personnel. In spring 2012, the [survey](#) was improved by streamlining and mapping survey questions to the College's Technology Plan and the Accreditation Standard III.C: Technology Resources.⁶⁸ Benchmarks are evaluated each year to determine any statistically significant differences by job classification (i.e., faculty, staff, and management) or by year.

The effectiveness of lab/learning center technology is assessed through program review and surveys. Lab/learning center needs are assessed in the Comprehensive Instructional Program Review documents and Annual Instructional Unit Plans for those disciplines with a lab/learning center component. Lab/learning center surveys evaluate technology hardware/software and support. For example, traditional and online students enrolled in Computer Information Science (CIS), Computer Applications Technology (CAT), and Computer Science (CSC) courses are surveyed on their lab use.⁶⁹ Key findings related to technology for the CIS/CAT/CSC Lab Fall 2012 survey demonstrate:

- Students rated “the quality of computer hardware/equipment in terms of meeting your needs for your class” as
 - Excellent – 52.5% (221 responses)
 - Good – 36.3% (153 responses)
 - Average – 9.5% (40 responses)

- Students rated “the quality of assistance you receive from the lab staff” as
 - Excellent – 40.7% (172 responses)
 - Good – 44.4% (188 responses)
 - Average – 12.8% (54 responses)
- Of the 413 respondents, 404 or 97.8% indicated that “all the software (applications like Word, Excel, etc.) that you need for your class [is] available on the computers in the lab.”

The library and IMC surveys personnel and students regarding their use and evaluation of library and IMC information technology and audiovisual equipment. The RCC [Library Use Survey 2013](#) results demonstrate the heavy reliance on library technology and support:⁷⁰

- Of the 359 respondents, 242 or 68.4% indicated that they used a library computer or laptop during their visit compared to 56 respondents or 15.8% who used their own laptop or mobile computing device.
- Of the 359 respondents, 336 or 95.1% indicated that library computers were a “Very Important” or “Important” library service.
- Of the 359 respondents, 243 or 69.6% indicated that library laptops were a “Very Important” or “Important” library service.
- Of the 359 respondents, 287 or 81.3% indicated that assistance at the library computer help desk was a “Very Important” or “Important” library service.

The [IMC Faculty/Staff Survey 2013](#) results demonstrated that College and District personnel felt that IMC resources and services contributed “Always” or “Often” to work in the areas of course instruction (60.6%), special events (57.4%), and committees, workshops, and other meetings (50.8%). College faculty and staff identified projection equipment as the most important IMC resource (projector, screen, document camera) with 73.8% of faculty and staff indicating that this equipment was “Very Important” or “Important” to their work.⁷¹

The development and assessment of technology action plans aligned to College goals is also a function of the strategic planning process. The District-wide Ellucian Colleague Portal for students, faculty, and staff was identified as a goal tied to student access and preparation during a breakout session at the [May 2009 Strategic Planning Retreat](#).⁷² The portal, a component of the Pathways to Excellence initiative, is funded by the College’s Title V Grant. The creation of virtual learning environment/platforms via the [portal](#) will provide opportunities to enhance interactions between faculty, staff, and students thereby increasing student/faculty engagement.⁷³

The District and the College provide training in the effective application of its information technology to students and personnel in a number of formats and modes of delivery. This training is assessed for effectiveness by the District IT Audit, the College Technology Survey and Technology Training Survey, and units and departments that provide technology training.

The [IT Audit](#) documents the need for staff development and training related to technology.⁷⁴ Training recommendations for key applications included Blackboard, Ellucian (Datatel), Microsoft Office, and productivity tools related to Internet use, web, and resource calendars.

The [IT Audit](#) also includes a recommendation that the District develop a training portfolio and a centralized model of responsibility, which includes Human Resources department participation for new hires.⁷⁵ In [October 2011](#), the Technology Advisory Group proposed collaboration with the Human Resources Advisory Group to consider consolidated technology training and support alternatives.⁷⁶ The District IT Strategy Council, charged with reviewing the IT Audit recommendations regarding technology training, has initiated communication between the District and the colleges regarding technology training.

In spring 2012, after administering the College Technology Survey for three years, the benchmark for Standard III.C.1.b (“The institution provides quality training in the effective application of its information technology to students and personnel”) showed a significant difference between job classifications. This difference led to the development of a Technology [Training Survey](#), administered in fall 2012, to determine training needs, types of training, and preferences with respect to mode and type of training delivery.⁷⁷ The results of the Technology Training Survey showed that staff wanted advanced training in Microsoft Word, while faculty expressed interest in advanced training in Microsoft PowerPoint. Differences were also noted in the preferred times for delivery of training. The Technology Advisory Group (TAG) presented its results to the [Strategic Planning Executive Council](#) for discussion and broad distribution to College constituents and training venues with recommendations that the Technology Training Survey results be used to guide College technology training topics.⁷⁸ The results of the training survey were utilized by the Staff Development Advisory Committee to inform [Staff Development Surveys](#) and workshops in Microsoft Outlook training provided to classified staff in 2012 and [Microsoft Excel training](#) provided in 2013.⁷⁹ TAG coordinated with the College’s Faculty Development Coordinator to determine specific professional development and training needs for faculty.⁸⁰

In an effort to ascertain student needs for information technology training, the Office of Institutional Effectiveness and the Technology Advisory Group established College participation in the Educause Center for Applied Research (ECAR) Study of Undergraduate Students and Information Technology, 2013. This annual [technology study](#) will provide the College with baseline measures that will “make it possible to test and re-evaluate assumptions about the technologies students prefer for learning, their capabilities with those resources, and their view of technology’s impact on instructor’s effectiveness.”⁸¹ The [results](#) show that RCC students, similar to students at other two-year and four-year institutions throughout the nation, prefer that their instructors provide training rather than learning from their peers (69% versus 34.9 % respectively). Overwhelmingly, almost 70% of students indicated that they wished faculty would use e-mail more.⁸²

The District provides training to students who use technology in courses, including an array of services to students with special needs provided by Disabled Student Programs and Services.⁸³ The District and College provides technology training to students based on needs with respect to enterprise applications such as the Blackboard Learning Management System (LMS), student email, and WebAdvisor. Open Campus provides an Online Skills Workshop to prepare students for [online](#), [hybrid](#), and [web-enhanced](#) courses offered through Blackboard. The effectiveness of this training is determined through surveys administered through Open Campus.⁸⁴ Open Campus also solicits and receives input from the Academic Senate’s Online Advisory Committee on the effectiveness of Open Campus training.⁸⁵ The

Admissions Office provides assistance with student email and [WebAdvisor](#) through online tutorials, and coordinates with the library computer help desk to provide in-person training for students.⁸⁶

The District provides [online training](#) and faculty mentors to faculty who teach online using Blackboard.⁸⁷ District Information Systems provides in-person training to personnel regarding applications such as WebAdvisor and Galaxy.⁸⁸ The [faculty training](#) provided through the College's Glenn Hunt Center for Teaching Excellence is evaluated using a form completed by participants. Surveys, regarding training topics delivered, are utilized to collect information regarding the effectiveness and quality of the workshops provided.⁸⁹ From the results of the surveys, an agenda for [professional development events](#) is constructed for the academic year,⁹⁰ which is in turn used to determine faculty interest level and need with respect to planning workshops for the next academic year. The Library and IMC also survey faculty who have received training as a way to gauge effectiveness. The online responses and requests for training received through the "Mr. Techie" blog also provide information to the IMC [Convergence Center](#) to inform workshop and training needs.⁹¹

In the [Follow-Up Visit Report submitted in 2009](#), the visiting evaluation team noted that "the college ... does not have a set of technology standards that guide its acquisition, use, and upgrading of technology resources."⁹² The [IT Audit](#) also noted that the District and the College had no "formal program for refreshing technology fixed assets on a regular interval."⁹³ In order to address these [recommendations](#), the College developed a technology plan in the 2009-2010 academic year.⁹⁴ The Riverside City College [Technology Plan, 2010-2014](#) formulates technology infrastructure and equipment needs by defining basic standards with respect to instructional media equipment, microcomputer hardware support, and computer lab/classroom support.⁹⁵ An addendum to the College's Technology Plan, the Technology Replacement Plan, was completed in 2013 and provides details regarding the replacement, redeployment, and disposal of computer technology. The Technology Replacement Plan Addendum designates criteria for the replacement of computers including desktop hardware, network hardware and desktop peripherals, and wiring and physical infrastructure. The [Addendum](#) also provides guidelines for the creation of a computer replacement and reserve fund.⁹⁶

The College has recognized the need to broaden the College Technology Plan going forward to incorporate the Technology Replacement Plan Addendum and to address guidelines and replacement plans for all technology, including audiovisual equipment.⁹⁷ The College Technology Plan will also need to inform and align with District standards, policies, procedures, and plans for technology that are being developed by the District IT Strategy Council in response to the IT Audit recommendations.⁹⁸ Communication between the District and the colleges regarding the alignment of the colleges' technology plans and discussion of the development of a District technology plan has taken place at the [District IT Strategy Council](#). Each college has been asked to submit a copy or link to its technology plan to the ITSC for review.⁹⁹

Using the College's Technology Plan and Technology Replacement Plan Addendum as a guide, the College has taken the following actions:

- Collaborated with Information Services and Inventory Control personnel at the District to identify computer equipment and to maintain a [SharePoint Inventory Module](#);¹⁰⁰
- Established a permanent budget object code for technology replacement with an initial allocation of \$10,000 resulting in the [replacement of fourteen computers](#);¹⁰¹
- Provided an additional \$61,765.30 allocation using contingency funds to replace 87 computers;¹⁰²
- Provided an additional [\\$340,000 allocation](#) for computer replacement;¹⁰³
- Established a [\\$100,000 technology perpetual renewal fund](#);¹⁰⁴
- [Replaced over 100 computers and redeployed 38 computers](#).¹⁰⁵

As the College further develops its Budget Allocation Model, discussion has begun to take place concerning the model by which technology replacement will be budgeted, either centrally at the College or by unit and department as recommended by the [IT Audit](#).¹⁰⁶ The College should also then review the current Technology Plan Replacement Addendum and make recommendations for the amount needed to fund replacement based on Total Cost of Ownership guidelines.

The College Technology Advisory Group collaborates with Information Services and Inventory Control personnel at the District to ensure policies regarding inventory, upgrade, and replacement of College technology infrastructure and equipment to meet College needs are developed. District Network, Micro-Support, Telephone Service, and Administrative Web personnel serve as resource members to the College Technology Advisory Group. Over the past two years the Technology Advisory Group has worked with the District inventory resource personnel to ensure technology inventory for the College is accurate, accessible, and utilized to inform technology replacement and redeployment. The District's Inventory Control department identifies equipment with a unique asset tag, which is recorded into an inventory management system for capital asset purposes. Inventory data are extracted and imported in the [District-maintained SharePoint Inventory Module](#) by District personnel every six months. District and College personnel then have access to add, edit, view, and run inventory reports by assigned permission levels.¹⁰⁷ At the request of the Riverside City College Technology Advisory Group, District administrative web personnel completed the SharePoint Inventory Module, and the [Technology Advisory Group](#) is currently testing the database. Completion is expected by winter 2014. Currently, computer replacement occurs according to age as established in the College's Technology Plan and Technology Replacement Addendum. To identify the specific equipment, the College uses inventory spreadsheet lists compiled from District Microcomputer support and the College Library Microcomputer personnel.¹⁰⁸

Further refinement and College [oversight of the inventory process](#) are required to ensure the accurate distribution of technology resources for computer replacement in accordance with the Technology Plan and Technology Replacement Addendum. Gaps in the SharePoint Inventory Module need to be identified, and a mechanism needs to be developed for College departments and units to verify information regarding their computer resources. Currently computer equipment is redeployed according to the technology process and procedures, but occasionally in an inconsistent manner.¹⁰⁹ The Technology Replacement Plan Addendum was approved by the [Strategic Planning Executive Council](#) at the end of the 2012-2013

academic year.¹¹⁰ During 2012-2013 replacement computer equipment totaling \$145,706 was purchased in an ad hoc manner by academic and administrative units.¹¹¹ Effective fall 2013, the College is using the Technology Plan and Replacement Addendum to guide computer replacement.

Actionable Improvement Plan

Review the IT Audit recommendations as part of the College strategic planning process, and provide input to the District IT Strategy Council.

Integrate the College Technology Plan and Technology Replacement Plan Addendum into a broad, comprehensive plan that addresses all technology standards, replacement, and funding for desktop, network, audiovisual and peripheral equipment, and wiring and physical infrastructure.

Standard III.C.2

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

Descriptive Summary

Riverside City College identifies long-term technology needs for instructional programs through the [comprehensive instructional program review documents](#) submitted by academic disciplines.¹¹² Administrative and service units submit technology resource requests through an annual [administrative and service unit plan](#).¹¹³ As part of the process to update the College's Educational Master Plan (EMP), the Academic and Career/Technical Programs and Instructional Support Strategic Leadership Council requested that disciplines and administrative/service units complete a template to provide up-to-date planning information to inform the EMP update. Discipline/units provided their mission statement, current status, and future plans related to institutional effectiveness, curriculum, and human, physical, technology, and financial resources.¹¹⁴ The discipline template submissions were reviewed by academic deans to identify common themes for use as strategic inputs. The future plans for institutional effectiveness, curriculum, and human, physical, technology, and financial resources were disaggregated from the templates by the Academic and Career/Technical Programs and Instructional Support Strategic Leadership Council and distributed along with the dean's themes to the strategic planning councils for use as strategic inputs. The [Technology Advisory Group](#) of the Resource Development and Administrative Services Leadership Council received the dean's themes and technology resources extract in spring 2013 and reviewed the information as part of the assessment of the College's Technology Plan.¹¹⁵ The [revision](#) of the Technology Plan in 2014 will be informed by the themes and technology information that was distributed to the [Technology Advisory Group](#) and was included in the Educational Master Plan Update that is due to be completed in spring 2014.¹¹⁶

For every new construction or renovation project the District Facilities Planning and Development office coordinates with Information Services, the Instructional Media Center, and the disciplines who will occupy the building to develop infrastructure and technology

plans that respond to programmatic needs. Throughout the construction process, these entities continually evaluate the building plans to ensure the technology needs of the discipline are met and that equipment will be effectively utilized. In addition, Information Services and the College Instructional Media Center develop integration plans to support the installation of technology upon the completion of the building.¹¹⁷ In consultation with District and College entities, architects and consultants supply documentation that confirms technology plans and discussion at every stage of the process.¹¹⁸ Planning is currently underway following this process for the [Coil School for the Arts and the Student Services building](#).¹¹⁹

[Open Campus regularly surveys](#) students in hybrid, web-enhanced, and online classes regarding technology needs, capabilities, and performance. For example, the survey asks students questions related to course navigation, end-user equipment, course components used (chat, video, interactive), and suggestions for future enhancements.¹²⁰ The Online Faculty Advisory groups at each college also make recommendations about the technology needs for distance education. Regular statistical reports are disseminated to the State Chancellor's Office, national organizations, such as [Sloan Foundation](#), Campus Computing Project, and District administration.¹²¹

The College inventory process discussed in detail in Standard III.C.1 provides a mechanism for tracking the age of infrastructure items. The Technology Replacement Plan provides guidelines for Total Cost of Ownership costs, which are incorporated into the Mid-Range Financial Plan. The Technology Replacement Plan also delineates specific policies and procedures for replacement. In 2012 the College president approved a permanent object code for the replacement of computer technology. The funding of this budget object code ensures that the College continues its commitment to replace end-of-life computer technology. As of fall 2013, the Resource Development and Administrative Services Leadership Council is in the progress of developing an action plan to incorporate technology replacement and reserves funding into the College budget allocation model.

Self Evaluation

The College has made significant progress in strengthening the link between planning for the acquisition, replacement, and deployment of technology resources, including desktop hardware, network hardware and desktop peripherals, and wiring and physical infrastructure. The development of a College Technology Plan and a Technology Replacement Plan Addendum, the creation of a permanent budget object code for technology, and the allocation of funds dedicated to computer replacement demonstrate the College's clear commitment to technology planning. Moreover, the College recognizes the need to inventory and track technology equipment and to address obsolescence on an ongoing basis as demonstrated by a common rubric that is used to evaluate [discipline instructional unit plan resource requests](#).¹²² Using the common rubric, the College utilizes the strategic planning process to make decisions regarding the use and distribution of College technology resources as documented in the Riverside Strategic Planning Council [Constitution and Bylaws](#), and the College Budget Prioritization Committee [Operating Procedure](#).¹²³ Resource allocation decisions are conveyed to College constituents by the Budget Prioritization Committee via the College's strategic planning [web page](#).¹²⁴

As part of the College budget allocation for 2013-14, RCC received \$1,210,000 in one-time money to replace end-of-life equipment, over \$905,000 which was designated for end-of-life audiovisual and computer equipment. The College Budget Prioritization Committee (BPC) of strategic planning recommended partial funding of the end-of-life audiovisual equipment replacement list (originally valued at \$1.6M and revised to \$1.4M), which the IMC generated at the request of the District IT Audit Implementation Committee for approval by the Riverside [Strategic Planning Executive Council](#).¹²⁵ The [BPC recommended](#) that the IMC receive \$460,000 of the \$905,000 equipment allocation that the College received from the District (\$340,000 was allocated for computer replacement and \$100,000 was set aside for a technology perpetual renewal fund).¹²⁶ Based upon the recommendations of BPC regarding the allocation of end-of-life equipment funds, the [Strategic Planning Executive Council](#) suggested that IMC submit an addendum to the annual instructional and administrative unit plan for the unfunded end-of-life audiovisual equipment.¹²⁷ A review of the College Technology Plan and Technology Replacement Addendum revealed that despite references to audiovisual equipment, guidelines for the replacement of AV technology were not provided. As a result, the College has made plans to broaden the plan to address all technology standards, replacement, and funding for desktop, network, audiovisual, and peripheral equipment, and wiring and physical infrastructure. Institutional planning in regards to technology will be strengthened upon further refinement of the inventory control process and the College Technology Plan and Technology Replacement Plan Addendum.

Though an account for technology replacement has been established, the reserve ([perpetual renewal fund](#)) for maintenance and repair beyond replacement contains \$100,000 from one-time money only.¹²⁸ The Technology Plan provides suggestions for a reserve, and the Technology Advisory Group began work in fall 2013 with the Resources and Administrative Services Council to evaluate the adequacy of the level of funding required. Work to inform budget and planning was also noted in the 2007 recommendations that the technology subcommittee should “work with the Financial Resources Subcommittee and the overall Strategic Planning Committee to develop a budget allocation process for systematic planning for the cost of replacing and upgrading of faculty and staff computers.” The Technology Plan identifies replacement and redeployment of technology by age and user type. As the College fully implements the guidelines established in the Technology Replacement Plan Addendum, procedures will be required to ensure that the plan is implemented and followed consistently by academic departments and administrative/service units to replace equipment via departmental budgets. As part of this process, the College will need to decide whether it will provide technology replacement funding according to a centralized or decentralized model per the recommendations of the [IT Audit](#).¹²⁹

Technology planning that takes place at the District level in collaboration with the colleges also impacts the College. The IT Audit’s key findings, recommendations, and roadmap have been engaged by the IT Implementation Committee and the Information Technology Strategy Council (ITSC) to provide a direction for technology planning District wide. The approval and implementation of the [Core Networks Project](#), which was recommended by the IT Implementation Committee to replace critical network infrastructure servicing the entire District, demonstrates the use of assessment results to develop and execute technology plans.¹³⁰ College and District stakeholders will continue to use the [IT Audit](#) as a technology

assessment to guide plans in the areas of organizational structure, policies and procedures, and standards and metrics to ensure that needs are met and services are effective.¹³¹

The College and District plan for technology infrastructure and equipment to meet institutional needs using technology plans that are developed for new construction and remodel projects. Extensive planning takes place among various District and College representatives to ensure that facilities have sufficient and effective technology support.¹³² College administration and disciplines provide input during the building process and as part of the [Comprehensive Instructional Program Review](#) process.¹³³ As technology plans are further refined, the College will review the Facilities Master Plan to ensure alignment with discipline and administrative input received through the program review and strategic planning processes.

Since 2010, the Technology Advisory Group has used the annual technology survey of staff, management, and faculty to ascertain effectiveness in the utilization of technology resources and technology planning at the College and to collect information from College personnel regarding Accreditation Standard III.C. Benchmarks have been created for both the Technology Plan and the accreditation standards. Over the last four years, faculty, administration, and staff indicated that the College has increasingly integrated technology planning with institutional planning and that the College's efforts to evaluate the effective use of resources is being used as the basis for improvement.¹³⁴ The results of the Technology Survey related to the Technology Plan showed that the College should bring greater awareness to the Technology Plan. Almost 60% of College personnel surveyed were unaware or had not read the Technology Plan. Of those who were aware of it, 75% either disagreed or strongly disagreed that the College followed established policies or procedures when replacing technology. As the Technology Replacement Addendum is fully implemented through the strategic planning process (the Technology Survey was administered shortly after approval of the Technology Replacement Plan Addendum), these survey results will serve as a benchmark for assessing the awareness of technology planning in the future.

Open Campus has surveyed students about their experiences with their distance education courses. More than 70% of the students indicated that they found it easy to navigate through sections of their distance education courses. This same survey asked students what components they would like to have in their distance education courses. A larger percentage of students indicated they would like to have new tools dealing with assignments and grades.¹³⁵

Actionable Improvement Plan

Incorporate operational funding for technology replacement and total cost of ownership into the College Budget Allocation Model (BAM).

Evidence

- ¹ Review the [Function Map](#) for Standard IIIC.
- ² District Administrative Unit Program Review and Assessment Worksheets 2013, [Information Services](#), Mission Statement, p. 1.
- ³ District Administrative Unit Program Review and Assessment Worksheets 2013, [Information Services](#), p. 2-3.
- ⁴ [RCCD Information Services Organizational Chart](#).
- ⁵ [RCCD Open Campus Fact Book 2012](#).
- ⁶ [Open Campus Fact Book 2012, p. 11](#).
- ⁷ District Administrative Unit Program Review and Assessment Worksheets 2013, [Educational Services](#), p. 2-3.
- ⁸ [Library LAMP site](#).
- ⁹ [IT Audit](#), p. 52 and examples from IMC of provided District support.
- ¹⁰ [Library Shared Functions and Personnel PDF](#), 6/20/12, p. 7.
- ¹¹ <http://imc.rcc.edu/orderform.htm> .
- ¹² [Open Campus website](#).
- ¹³ [WebAdvisor Homepage](#).
- ¹⁴ [DSPS site](#).
- ¹⁵ [Glenn Hunt Center for Teaching Excellence Faculty Development Center](#).
- ¹⁶ [IMC site](#).
- ¹⁷ [DLLRC LAMP site](#).
- ¹⁸ 2012 and 2013 [Staff Development Training](#) Days.
- ¹⁹ [Open Campus website](#).
- ²⁰ [Open Campus website](#).
- ²¹ Flyers/e-mail announcements.
- ²² [WebAdvisor site](#).
- ²³ [Helpdesk information](#).
- ²⁴ [Disabled Student Programs and Services web site](#).
- ²⁵ Workshops provided from DSPS.
- ²⁶ Riverside Faculty Development Glenn Hunt Center [FLEX Workshop Schedule 2012-2013](#).
- ²⁷ [IMC site](#).
- ²⁸ SharePoint training schedule.
- ²⁹ [Convergence Center Tech Tips](#).
- ³⁰ [DLLRC LAMP site](#).
- ³¹ [Online tutorials](#) or [workshop training](#).
- ³² [Writing and Reading Center](#) complete a formal technology skills training program.
- ³³ Staff Development Charge and membership list.
- ³⁴ Announcement regarding Staff Development Training Day.
- ³⁵ District technology plans for new building.
- ³⁶ [District Information Technology Standards Volume 2, Section 11](#).
- ³⁷ E-mail from M. Oliver regarding reliability and emergency backup.
- ³⁸ [RCCD Standards and College Guidelines, Vol. 2, p. XX](#).
- ³⁹ Review cable plant list.
- ⁴⁰ [Follow Up Report in Support of Reaffirmation of Accreditation, 2010](#), p. 9.
- ⁴¹ [Spreadsheet IT Audit Projects](#), District IT Strategy Council.

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- 42 Technology Advisory Group-[Technology Plan](#) (p. 11-14).
- 43 [March 2012 Midterm Report](#), p.13.
- 44 Technology Advisory Group meeting [minutes from July 10, 2012](#).
- 45 Review the [Technology Plan](#) and the [addendum](#).
- 46 [Budget Prioritization Committee's web page](#).
- 47 Online Advisory Committee membership list.
- 48 [District IT Audit v. 1.0](#).
- 49 [District IT Audit v. 1.0](#), 1.2 Methodology, p. 6.
- 50 [District IT Audit v. 1.0](#), 1.3 Findings and Observations, p. 6.
- 51 Chancellor Update on IT Audit Implementation Task Force, March 22, 2011.
- 52 IT Implementation Committee Meeting Notes, November 30, 2011.
- 53 [Board of Trustees Regular Meeting, November 15, 2011 – IT Audit, Core Network Projects](#).
- 54 IT Implementation Committee Meeting Minutes, May 11, 2012.
- 55 [IT Implementation Committee AV Equipment Handout](#).
- 56 [IT Implementation Committee R25 Recommendations](#).
- 57 IT Implementation Committee [Meeting Minutes, April 6, 2012](#); IT Implementation [Committee Proposed Information](#) Technology Strategy Council (Revised).
- 58 Chancellor Memo to College Presidents RE: Budget Allocation for Technology Replacement, Summer, 2013.
- 59 Strategic Planning Executive Council Meeting [Minutes, June 1, 2012](#).
- 60 Budget Prioritization Committee Meeting [Minutes, September 30, 2013](#).
- 61 [District Administrative Unit Program Review, Information Services](#), January 22, 2013.
- 62 [IT Audit v. 1.0](#), 4.9.1 Current IT Services, p. 63.
- 63 [IT Audit v. 1.0](#), 5.8 IT Organizational Structure and Shared Governance, p. 107-115.
- 64 [IT Audit v. 1.0](#), 5.9.2 Service Catalog and Service Level Agreements (SLAs), p. 117.
- 65 District IT Strategy Council [Meeting Minutes, May 6, 2013](#).
- 66 District IT Strategy Council Meeting Minutes, June 6, 2013.
- 67 [Technology Survey, Faculty](#); [Technology Survey, Administration and Staff](#).
- 68 [Technology Advisory Group Technology Survey Mapping to Standard IIIC](#).
- 69 CAT/CIS/CSC Lab Survey Results, Fall 2012.
- 70 [Library Use Survey 2013](#).
- 71 [IMC Faculty/Staff Survey 2013](#).
- 72 [Riverside Strategic Planning Retreat Breakout Session Grid, May 15, 2009](#).
- 73 [Portal Information](#).
- 74 [IT Audit v. 1.0](#), 4.9.7 Training, p. 67.
- 75 [IT Audit v. 1.0](#), 5.9.8 Technology Training, p. 112.
- 76 TAG Minutes [October 2011](#).
- 77 Technology [Training Survey](#) Results, Fall 2012.
- 78 Strategic Planning Executive Committee Meeting Minutes, [November 1, 2012](#)
- 79 [Staff Development Survey Results, 2012](#); [Staff Development Day Schedule and Topics](#).
- 80 Technology Advisory Group Minutes, [September 18, 2012](#).
- 81 [ECAR Study of Undergraduate Students and Information Technology, 2012](#), p. 4.
- 82 [Results of Educause survey](#).
- 83 DSPTS Survey Raw Data results file.

84 [Open Campus Survey Results](#).

85 Open Campus reference. Academic Senate's Online Advisory minutes.

86 [WebAdvisor Online Assistance](#)/Contact Information; WebAdvisor Login Help; WebAdvisor Login Video; Accessing Your Student E-mail Tutorial.

87 [Open Campus Faculty Resources Online](#).

88 [Training announcements](#)/e-mails.

89 [Professional Development feedback results from any technology training](#).

90 [12-13 schedule on Professional Development Web site](#).

91 [Convergence Center Tech Tips](#).

92 [Follow Up Visit Report, November 23, 2009](#), p. 5-6.

93 [IT Audit v. 1.0](#), 4.9.5 Lifecycle Management, p. 65.

94 [Follow Up Report](#) in Support of Reaffirmation of Accreditation, October 15, 2010, p. 9.

95 College [Technology Plan, 2010-2014](#).

96 Technology Replacement Plan, [Addendum](#) to the [Technology Plan](#), 2013.

97 Technology Advisory Group Meeting [Minutes, November 2013](#).

98 [District Standards Construction](#), Section 10, Audio-Visual Communication, Section 11, Information Technology; District IT Strategy Council Meeting Minutes, June 6, 2013.

99 District IT Strategy Council Meeting [Minutes, May 6, 2013](#).

100 [Inventory database](#).

101 [Spreadsheet with list of initial 14 replaced computers](#).

102 Galaxy PDF requisition.

103 Budget Prioritization Committee Meeting [Minutes, September 30, 2013](#).

104 Budget Prioritization Committee Meeting [Minutes, September 30, 2013](#).

105 [Redeployed Computer List; Computer Replacement List](#).

106 [IT Audit v. 1.0](#), 5.9.7 Perpetual Funding Mechanism, p. 121.

107 [Inventory database](#).

108 [Technology Advisory Group Meeting Minutes, June 4, 2013](#); Computer Inventory.

109 Technology Advisory Group Meeting [Agenda and Minutes, April 16, 2013](#).

110 [Strategic Planning Executive Council Meeting Minutes](#), May 2, 2013.

111 [See e-mail, dated August 20, 2013](#), from Michelle Arnold.

112 [Comprehensive Instructional program review documents](#).

113 [Administrative and Service Unit Plans](#).

114 EMP Discipline Template; EMP Department Template.

115 Future Plans: Technology Extracts; [TAG Meeting Minutes June 4, 2013](#).

116 Minutes and assessment information from TAG [April](#) and [May 2013](#).

117 Facilities Planning Minutes.

118 [Quadrangle Renovation Documentation from Architects](#).

119 [Coil School for the Arts Meeting Minutes; Student Services Meeting Minutes](#).

120 See spring [2013 Distance Education Survey results](#).

121 Link to [Sloan Foundation](#) and Campus Computer Project surveys and assessment/outcome/results.

122 [Resource Requests Common Rubric 2012](#).

123 Riverside Strategic Planning Committee [Constitution and Bylaws](#); [Budget Prioritization Committee Operating Procedure](#).

124 Resource Allocations, [Budget Prioritization Committee web page](#).

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- ¹²⁵ Strategic Planning Executive Council [Meeting Minutes, June 1, 2012.](#)
- ¹²⁶ Budget Prioritization Committee Meeting [Minutes, September 30, 2013.](#)
- ¹²⁷ [Strategic Planning Executive Council Meeting Minutes, October 3, 2013.](#)
- ¹²⁸ See p. 23 of the Introduction to the RCCD [2013-14 Approved Budget.](#)
- ¹²⁹ [IT Audit v. 1.0](#), 5.9.7 Perpetual Funding Mechanism, p. 121.
- ¹³⁰ Board of Trustees Regular Meeting, November 15, 2011 – [IT Audit, Core Network Projects.](#)
- ¹³¹ [IT Audit Projects spreadsheet.](#)
- ¹³² [Coil School for the Arts Meeting Minutes; Student Services Meeting Minutes.](#)
- ¹³³ [Mathematics Comprehensive Instructional Program Review; Nursing Comprehensive Instructional Program Review.](#)
- ¹³⁴ [Technology Survey 2010-2012 Results.](#)
- ¹³⁵ [Distance Education Spring 2013 Survey Results.](#)

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long term financial solvency. Financial resources' planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1. The institution's mission and goals are the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Riverside City College relies upon its mission and goals for financial planning. This reliance is seen in the [RCC Educational Master Plan 2008-2024](#)¹ and the [RCC Strategic Plan 2009-2014](#).² The [strategic planning flow chart](#)³ illustrates the decision-making process and central role of the College mission and goals along with the shared governance bodies that participate in resource allocation. [Board Policy 6200](#), Budget Preparation, states that “the annual budget shall support the District’s strategic and educational plans.”⁴

The College’s mission statement serves as a basis for the strategic planning process and the educational master planning process. The College sets goals to improve its effectiveness that are consistent with its mission. The [College goals](#) in the Riverside City College Strategic Plan 2009-2014 include Student Access and Support, Responsiveness to the Community, Culture of Innovation, Resource Development, and Organizational Effectiveness with Student Success as the overarching goal at the center of the other five.⁵ The District’s mission and goals, which are aligned with the goals delineated in the

strategic plans of the three colleges in the District, form the core goals of the College's Educational Master Plan.

The Strategic Planning Leadership Councils (SPLCs), composed of members from all constituency groups, developed [strategies](#) aligned to the five goals along with measurable performance indicators for each strategy.⁶ To conduct specific tasks, the Resource Development and Administrative Leadership Council established three advisory groups (one for human resources, one for physical resources, and one for technology resources) to participate in the development of strategies. The SPLCs ensure the integration of all aspects of planning. Using the Midrange Financial Plan, which tracks the requests and allocations, the Resource Development and Administrative Services Leadership Council establishes budgetary goals within the context of the strategic plan for purposes of guiding the allocation of new funds as well as the reallocation of existing budgets and facilitates the development and review of short-term budget plans designed to align academic and service needs with financial resources.

On an annual basis, each academic discipline develops a unit plan that provides a status on the current year's achievements relative to the plans outlined in the Comprehensive Instructional Program Review (CIPR) and makes requests for human, technological, physical, and financial resources. Unit plans drive the annual resource allocation and budgetary decision-making. Three Unit Plan Review Committees (UPRCs), formalized in 2010 for Student Services, Administrative Support, and Academic and Career/Technical Programs and Instructional Support, evaluate all unit plans in their respective areas and prioritize funding requests in preparation for movement to the Budget Prioritization Committee (BPC). Upon receipt, the BPC reviews the prioritization and funds available to meet as many needs as possible. The recommended distribution of funds is then forwarded to the College president who, after reviewing the information in the Midrange Financial Plan, determines the official allocation. Award letters and allocation of funds complete the resource allocation cycle. Units then implement plans and assess progress in the next year's unit plan. The UPRCs and BPC allow students, staff, managers, and faculty to participate in the allocation process.

Comprehensive Instructional Program Review (CIPR) serves as the cornerstone of the strategic planning process. During the CIPR process, disciplines utilize data to develop strategies and activities that align with the College's mission and goal to improve student achievement and learning. Likewise, student services units undergo program review every two years. During the process, student services assess progress on goals and service area outcomes in order to refine and/or develop strategies to further College goals. Furthermore, the program review goals and unit plans serve as inputs to the strategic planning councils' integrated action plans. The Midrange Financial Plan, refreshed yearly, keeps track of the resource requests from these planning documents and the amount allocated each cycle as part of the College's short-term operational planning.

When strategic planning items impact two or more colleges, the College president submits planning requests to the District Strategic Planning Committee, which considers the requests in light of District themes and strategies and recommends a decision to the District Chancellor and, subsequently, to the Board of Trustees.

The District's annual budget, based on a realistic assessment of the financial resources available, begins with the release of the governor's annual budget. The District Vice Chancellor, Business and Financial Services develops multi-year budget assumptions, including proposed enrollment data, cost of living adjustments, growth factor, and deficit factors applied to state apportionment. Once the District receives its allocation from the state, the District and colleges engage in a collaborative process, which utilizes the principles in District Budget Allocation Model (BAM) to allocate financial resources. Each college is then responsible for managing its own financial resources.

In response to the 2007 ACCJC visiting team's recommendation to the District, a Budget Allocation Model (BAM) was developed. In 2009, the follow-up visiting team concluded that "the District with Norco, Moreno Valley and Riverside City participation has implemented this recommendation." The follow-up visiting team "documented that the new model was utilized in the 2008-09 and 2009-10 budget development processes," and it suggested that "the District will want to provide more evaluative information as to how well the model has worked in the future." The District and the College have used the budget allocation process in its [2010-11](#), [2011-12](#), and 2012-13 budget development processes.⁷ However, after assessing the model during the 2012-13 academic year, the District and the colleges allocated resources for [2013-14](#) based on a model with different principles that better reflect the needs of a three-college district.⁸

In accordance with ACCJC Eligibility Requirement 17, the District Budget Allocation Model ensures funding to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. The College's budget allocation model, being developed in response to the revised District model and principles, uses institutional planning to allocate its funds to maintain academic excellence and to support institutional and educational improvements.

In accordance with Title 5 of the California Code of Regulations, Board Policy 6200: Budget Preparation requires that "each year, the Chancellor shall present to the Board of Trustees a budget, prepared in accordance with all applicable laws and regulations. The schedule for presentation and review of budget proposals shall comply with state law and regulations, and provide adequate time for Board review." The Board of Trustees adopts a tentative budget by July 1st of each year and Board Policy requires a final budget by September 15th. Each September, the Board posts a Notice of Public Hearing, which is also published in local newspapers. From year to year, the District budget fluctuates with the state budget, with student enrollment, and with allocations from the State Chancellor's Office. State revenues can be adjusted by the state throughout the budget year and through February of the subsequent fiscal year.

In accordance with [Board Policy 6300](#) Fiscal Management, "the Board of Trustees shall be presented with the financial and budgetary conditions of the District, at least on a quarterly basis."⁹

At the College level, the budget process begins with the rollover of the current year's budget with adjustments for salary and benefit increases and other adjustments

necessitated by differences in state funding. Each unit of the College reviews the budget rollover and seeks budget adjustments to support educational or services strategies.

The College develops other sources of funding through grants, gifts, and partnerships. These other sources consist of \$14,293,127 worth of grants, including Title V, CLIP, Upward Bound and TRiO. In 2012, the College was named beneficiary of a \$5 million gift in the revocable living trust of Henry W. Coil, Jr. to help fund the Henry W. and Alice Edna Coil School for the Arts. The College partnered with the City of Riverside and County of Riverside to develop and construct the Riverside Aquatics Complex.

When making any short-range financial plans, the College considers its midrange and long-range financial plans to assure financial stability. In keeping with Board Policy 6200, “the District shall employ the concept of a fund balance target in the annual budget development process. The fund balance target concept shall apply to the Unrestricted General Fund budget and shall be equal to a minimum of 5.0 percent of the sum of the projected beginning fund balance for a particular fiscal year and the estimated revenues for that year. The fund balance target amount shall be the first item funded in the budget for any fiscal year. This fund balance target concept may also be extended to other funds of the District when and where applicable.” The revised budget allocation model also requires each college to develop a 1% contingency fund from its District allocation.

The College also has several committees and councils that participate in the resource allocation and budget planning process; they serve to inform various employee and student groups of the budget and fiscal conditions of the College. Each operational area has a committee that reviews unit plans in order to prioritize funding requests to support institutional needs. These requests are forwarded to the College Budget Prioritization Committee (BPC). The BPC reviews the requests and funds available for distribution and forwards its recommendations for budget allocations to the president and the president’s leadership team (PLT). The final [recommendations](#) are presented to the College’s Strategic Planning Executive Council (SPEC) for review. Award notifications and allocation of funds to units complete the College resource allocation cycle and provides communication to all involved in the planning process. (III.D.1.d)¹⁰

College planning efforts include faculty, staff, students, and administrators. The College is now developing a College budget allocation model that will take the amount of resources allocated to the College and, through a College-wide process, determine the appropriate amount of resources to be provided to each service area: Instruction, Student Services, and Administrative Services. (III.D.1.d)

Self Evaluation

Since the 2009 follow-up team’s visit, the District Budget Advisory Council (DBAC), composed of representatives from all three colleges and the District and charged with reviewing the budget allocation process, conducted a [survey](#) of the budget allocation model’s effectiveness and, with other personnel (the college presidents in particular), developed new principles and revised the budget allocation process to reflect the changing needs of the colleges and the District and to address the effectiveness of the

model in the budgetary reduction environment currently being experienced in the state.¹¹ These revisions, intended to place greater responsibility for budgeting on the colleges, allow the colleges a greater degree of autonomy in building their budgets and allocating funds in ways that more efficiently fund positions and projects that directly relate to the achievement of College goals and objectives. However, to implement fully the revised model and principles, a transition period for the full enactment of the new principles is necessary. (See discussion of the revised model in the Introduction to the RCCD 2013-14 Adopted Budget.) As the District and the colleges implement the revised model, DBAC will assess the effectiveness of the revised budget allocation process on an ongoing basis.

RCC relies on the Educational Master Plan and the Strategic Plan as the basis for financial planning. Both documents inculcate the institution's mission and goals. The strategic planning flowchart clearly shows the integrated institutional planning process. Both strategic and operational aspects of this integration with all constituencies providing input and feedback assure that financial planning supports the needs of the college.

With the support of [Measure C](#),¹² the institution has met many of its long-term institutional planning goals, such as the Aquatic Complex and the Nursing/Sciences/Mathematics buildings. Several other major capital projects reflected in the [2008 Facilities Master Plan](#),¹³ such as the Wheelock Gymnasium seismic retrofit, have been successfully completed.

In addition to major building projects and with oversight by the [Measure C Bond Citizens' Oversight Committee](#),¹⁴ the RCC Facilities department has also used Measure C funds to augment scheduled maintenance and upgrade programs. Measure C funds have specifically been used by RCC for upgrades, replacement, and/or maintenance to the infrastructure in information technology (IT); utilities; energy conservation; classroom furniture, fixtures, and equipment; and phone/voicemail systems. Measure C funds have also been used to implement the ADA Transition Plan compliance upgrades.

The distribution of resources supports the development, maintenance, and enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency.

The College has begun to integrate financial planning with educational planning by establishing guidelines for the allocation of full-time equivalent students (FTES). Data on student success and completion (outlined in Standard IIA) now drive the resource allocation of the College and the distribution of FTES to support the new Pathways Initiative. As the College develops its internal budget allocation model, it must realistically assess its fixed and one-time expenditures and more closely align the allocation and re-allocation of its resources with planning. The revised District Budget Allocation Model will no longer provide line item allocations for new faculty, administration, and staff, and it will no longer allocate line item money for new facilities. All of the new human, physical, and technological financial resources will come from the basic College allocation.

All constituencies of the College have opportunities to participate in the development of the budget. Budget and resource requests are submitted according to the operational and strategic planning flow process. The Unit Plan Review committees and the Budget Prioritization Committee have members from all constituencies of the College and evaluate the resource requests using rubrics that emphasize the institutional mission and goals.

Because a College budget allocation model will be a relatively new process and responsibility for the College, it plans to implement fully the new College budget allocation process no later than the 2016-17 fiscal year in order to give the College ample time to review other budget models and to help determine its priorities in a changing environment. (III.D.1.d)

Actionable Improvement Plan

Implement and assess the revised District Budget Allocation Model, and develop a College Budget Allocation Model.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

III D 2.c. Appropriate financial information is provided throughout the institution in a timely manner.

III.D.2.d. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

III D 2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

The College's financial management system, which includes the systems for accounting (General Ledger) and budgeting, is Galaxy, a system run through the Riverside County Office of Education (RCOE). The College does not have fiscal independence from the

RCOE and therefore contracts with them to provide the District's financial and budgeting software. In addition, the contract calls for RCOE to process vendor and payroll warrants and to provide a separate set of procedures to complete financial processing of warrants on behalf of the College in certain areas. (III.2.D)

The District Office, on behalf of the College, transmits batch requests for accounts payable and payroll checks to the RCOE for processing. Once the checks are printed and bound, they are couriered to the Accounting Services department at the College for verification and distribution. (III.2.D)

The District Budget Allocation Model provides the College sufficient funds to ensure student access, success, and completion and allows the District to comply with the 50% law. For the past three years, on average, over 70% of the College's unrestricted general fund budget allocation (\$44.9 million in 2011-12, \$44.7 million in [2012-13](#), and \$44.3 million in [2013-14](#)) supports the College's instructional mission.¹⁵ (III.D.2.a, III.D.2.d)

To support student services goals, on average, almost 12% of the College's budgeted unrestricted General Fund resources (\$7.8 million, \$7.3 million, and \$7.8 million) from 2010-11 through 2013-14 were allocated to student service programs and activities. This funding, which supplements categorical restricted general fund resources of \$4.5 million, \$4.4 million, and \$5.1 million over the same fiscal periods, fund various student learning, access, and success programs.¹⁶ (III.D.2.a, III.D.2.d)

Additionally, pursuant to state law and [Board of Trustees policy](#), the Board of Trustees approves all changes to the approved budget plan, including payroll warrants, account payables, changes between major object codes, and transfers from reserve accounts.¹⁷ This approval process serves as a system of checks and balances with the processing that occurs at the College level and helps ensure that all funds allocated are being used appropriately to support student learning programs and services. (III.D.2, III.D.2.a)

Annually, an independent financial audit is performed on all District and College funds. The independent auditors review and test internal financial controls, including the proper segregation of duties. The auditors provide an opinion on the District's financial statements and look for material misstatements and compliance with all state and federal law. The auditor's report identifies any issues of non-compliance discovered during the course of the audit and includes recommendations to strengthen internal controls and processes. Audit findings are reviewed by the District and the College, and auditors in the subsequent year document any corrective actions taken by the College to ensure compliance. (III.D.2.a, III.D.2.b, III.D.2.e)

Previous [audit reports](#) have revealed no major non-compliance issues to state and federal laws. Additionally, the District and College financial statements were free of material misstatement and, in the auditor's opinion, were fairly stated in all material respects.¹⁸ (III.D.2.a, III.D.2.b, III.D.2.e)

The auditors provide their final report to the Board of Trustees in November/December and review their recommendations and any actions that need to be taken. Recommendations are addressed upon receipt of the audit report in collaboration with appropriate departmental managers and administrators. (III.D.2.b III.D.2.c, III.D.2.e)

Financial information is developed and displayed in several publications used by the College, including the RCCD adopted annual budget, the Strategic Plan, program reviews, requested departmental budget reports, quarterly financial statements, and the independent auditors' report. Each report is distributed to budget managers and can be accessed by staff online. All College financial documents can be obtained online, with hard copies available in the Business Services office. (III.D.2.c)

College budget documents, developed in accordance with the annual planning and budget calendar, are presented with the District's Budget Assumptions and Goals. Regular updates regarding budget development and any revisions to the budget are provided to the College community through College [participatory governance meetings](#), the annual state of the College address, and through [Board of Trustees meetings](#). All meetings are open to the general public and to all institutional employees. The minutes of each participatory governance meetings display the attendees.¹⁹ (III.D.2.c)

The Riverside County Treasurer's office holds the majority of the District's cash resources and invests these funds into short-term securities and other interest bearing accounts. The District has the ability to access the funds held with the County Treasurer as needed. Additionally, the District has the ability to borrow against future tax revenues with Tax Revenue Anticipation Notes (TRANS) from private lending institutions if immediate short-term cash is required. (III.D.2.c)

Board Policy 6200 requires that the District maintain a contingency reserve of 5%. This reserve is required in order to protect the financial security of the District when anticipated revenues are not realized or if unanticipated expenses are encountered during the fiscal year. Beginning in the 2013-14 fiscal year, the principles in the revised budget allocation model require that the College initiate the process of maintaining at least a 1% contingency reserve to meet any unexpected obligations or emergencies. This amount is in addition to the 5% contingency the District maintains. The College plans to implement this requirement as part of the 2014-15 budget preparation process as the District and the College assess and fully implement the revised District budget allocation process. (III.D.2.c)

The financial management of College resources rests with the College president, the respective vice presidents, deans, and other College budget managers. The president has final signatory of College contract documents, with review and signatory authority also vested with the Vice President of Business Services, whose office provides routine management of the College's financial and physical resources. All contracts approved by the College also require the review and approval of the chancellor and/or the Board of Trustees. When approved, College staff implement and manage all contracts according to the policies and [procedures](#) of the Board of Trustees, Education Code, or other applicable state and federal law.²⁰ (III.D.2.d)

In addition to the unrestricted and restricted General Fund resources, the District and the College have joint responsibility for financial aid, grants, the Child Development Center, Bookstore, Food Services, athletics, debt service, self-insurance, capital projects, scheduled maintenance, redevelopment agency funds, and student trust funds. The RCCD Foundation is accounted for in a separate set of financial records that are consolidated with District and College records for external audit purposes. As of the FY 2012-13 audit, because of changes in GASB 61 reporting requirements, the Foundation will no longer be included in the District's financial audit. All funds have the same joint internal controls and management of resources by the District's and the College's business offices. (III.D.2.d, III.D.2.e)

The College also provides federal student loans to students. The student loan default rate has been 9.5% for 2009, 10.9% for 2010, and 9.2% for 2011. All default rates are within the federal guideline of 25%. Prior to receiving loan funds, students receive counseling on the repayment obligations that will be incurred with this debt, and, when required, delinquency management plans are discussed and provided to students. The program is also audited annually, with results reported to the state and the Department of Education.²¹ (III.D.2.d)

All College resources, including auxiliary and special funds, are utilized consistent with the College's mission, strategic plans, and goals, and are included as a part of the annual District and College audit. Grant writing, and other activities to generate additional revenue for college programs and services, are also reviewed, discussed, and solicited consistent with the mission and goals of the College and support the College's commitment to foster innovation and practices that contribute to student success and completion. (III.D.2.e)

All purchase requisitions are subject to budget review and approval prior to expenditure to ensure they are allowable and consistent with government regulations, grant restrictions, and program plans, goals, and objectives. If needed, appropriate adjustments are made within program budgets to support program needs. Approved requisitions become purchase orders that are forwarded to the District office. Payment is made after a verified invoice is received. The Vice President of Business Services reviews any changes in budget allocations, and the College president approves those changes before they are sent to the Board of Trustees for approval.

Self Evaluation

Each College employee responsible for procurement functions receives training on the system, in order for them to understand how to use the Galaxy financial system and process accounting transactions through the system. Other staff members have rights to access financial information by accessing the Galaxy system from their work computers or by requesting reports from Business and Financial Services. However, only Business and Financial Services staff can process entries through the general ledger. All other staff has view/report-only functionality. (III.D.2, III.D.2.c)

An annual independent financial audit is performed on all District and College funds as well as financial statements. The independent auditor reviews and tests financial controls, and evaluates the proper segregation of duties for financial transactions. The College informs staff, faculty, administrators, and the Board of Trustees regarding any audit recommendation and formulates action plans, and the College works immediately to resolve all audit findings in a timely manner. (III.D.2.a, III.D.2.b, III.D.2.c)

The financial statements and condition of all District and College funds are presented to the Board of Trustees monthly and at the end of each fiscal quarter. In addition, periodic departmental budget reports are distributed to budget managers for their review and planning. All budget managers have access to budget reports from the Galaxy system, and budget managers are responsible for communicating budget-related matters and for developing, implementing, and maintaining their budgets. (III.D.2.a, III.D.2.c)

The College has held budget forums to review, discuss, or plan for the fiscal needs of the College. The College also has the Strategic Planning Executive Council and Resource Development and Administrative Services Leadership Council review the College's resource needs and make budget and resource allocation recommendations to the College president.²² (III.D.2.b, III.D.2.c)

Additionally, each year a [Contract Obligation Memo](#)²³ is sent to all managers and department chairs informing them of the budget allocation process to address cost increases related to contracts for maintenance/service agreements, inspection fees, leases, and other contractual obligations. Year-end notification and guidelines are also sent to the College budget managers to inform them of budget deadlines.²⁴ Other forms of communication about the budget include periodic updates from the chancellor and the College president, e-mails from the State Chancellor's Budget Office, budget presentations at the Board of Trustees meetings, and regular updates at Academic Senate, CSEA, and Faculty Association meetings.²⁵ Budget information is also communicated at District Budget Advisory Council meetings. (III.D.2.c)

As a state-supported community College, the largest portion of revenue to the College is unrestricted General Fund. For the past three years, the College has received unrestricted General Fund allocations of \$65.8 million in 2013-14, \$62.9 million in 2012-13, and \$64.1 million in 2011-12. This allocation has been sufficient to provide needed instructional and student support services. To meet unanticipated emergencies, the District maintains a reserve balance, which the College can access with Board of Trustees approval, in the event of a financial emergency. (III.D.2.c)

External audits have shown no material issues with the District or College financial management or any of their internal control systems. Expenditure requests are entered into the Galaxy financial system and go through a series of reviews and approval by the appropriate budget managers. Unfunded items that require funding, if funding is available, must go through the College participatory governance process for recommendation and approval from the College president. (III.D.2.d, III.D.2.e)

The financial management process of the College is regularly evaluated by the College's Business Services office through the unit review process and by the annual audit. When noted, needed improvements are made to enhance service and operational efficiencies. (III.D.2.e)

Even though the College has not yet formally implemented a 1% reserve to address unforeseen emergencies as required in the newly revised District Budget Allocation Model, the current District reserve, although less than the 5% required by BP 6200 in its 2013-14 adopted budget, has historically exceeded the minimum 5% reserve at year end. The College and District are working to fund these reserves in the 2014-15 adopted budget. It should be noted that the Board of Trustees made an informed decision temporarily to reduce the 5% reserve level to 3.8% for FY2013-14. The Board of Trustees adopted a [resolution](#) to take this action.²⁶ (III.D.2.c)

Actionable Improvement Plan

The College will develop a 1% emergency reserve as a part of its 2014-15 budget development process. The Board of Trustees and the District will implement the principles embedded in the revised District Budget Allocation Model to meet the District required 5% reserve threshold. (III.D.2.c)

III.D.3 The institution has policies and procedures to ensure sound financial practices and financial stability.

III.D.3a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

III.D.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams and assets to ensure compliance with federal requirements.

III.D 3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

III.D.3.h The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Board Policy (BP 6200) provides the guidelines and requirements for the District and College budget development. This policy also requires that sufficient reserves are budgeted for as a part of budget development at the District. The ending reserve balances for the District in 2010-11, 2011-12, and 2012-13 were \$13.2 million (8.3%), \$6.8 million (4.73%) and 11.4 million (7.95%) respectively to meet any unanticipated emergencies. (III.D.3, III.D.3.a)

The College, as part of the Riverside Community College District, maintains its workers' compensation, general liability, and property insurance policies through its contractual relationship with the Southern California Schools Risk Management (SCSRM) Joint Powers Authority. The workers' compensation policy includes a \$500,000 primary self-insured retention layer under State of California Self Insurance Certificate #7582. The workers' compensation primary layer is supported by the state statutory limits for workers' compensation coverage through SCSRM. The general liability policy includes a \$250,000 self-insured retention layer and provides coverage in excess of the primary layer to \$500,000. An additional \$4,500,000 in coverage is provided by Genesis Insurance Company and an additional layer of \$21,500,000 in coverage is provided by the Schools Excess Liability Fund (SELF). Employment liability claims are covered up to for \$5,000,000 for each occurrence. The College's property policy includes a \$100,000 self-insured retention layer and provides coverage in excess of the primary layer to \$600,000,000. The [SCSRM policy](#) also includes cyber liability, pollution, boiler and machinery, terrorism, and flood coverage with individual sub-limits.^{27 28} (III.D.3, III.D.3.a)

The Riverside County Treasurer serves as the holder of the District cash resources and invests funds in short-term assets and securities pursuant to the provisions of state law. However, these funds can be accessed as needed. Additionally, the District is able to generate funds from other sources such as Tax Revenue Anticipation Notes (TRANS), which allows the District to borrow against future tax revenues from private lending institutions. (III.D.3.a)

Both the District and College business offices regularly evaluate and audit business practices in order to improve and streamline operations. Financial management of most funds is coordinated through the Galaxy system, which allows for the review and monitoring of all College resources. ASRCC and Financial Aid funds are recorded in Ellucian's (formerly Datatel's) General Ledger module. All budget expenditures are reviewed by College and District Business Office staff to ensure that all expenditures are consistent with funding guidelines and state and federal requirements. (III.D.3.b, III.D.3.h)

To ensure that College grants are managed effectively, the Grant and Contract Services Office provides training and consultation in grant compliance for project directors, who are directly responsible for the day-to-day oversight of state and federal grants and contracts. This training ensures that project directors are familiar with fiscal accountability principles, as well as District, state, and federal audit practices. (III.D.3.b)

The College also goes through an annual independent audit, in which District and College processes and transactions are reviewed for appropriateness and proper control. Both the College and the District receive a written report of any material or significant audit findings. Any recommendations, findings, or weaknesses identified in the internal control process or expenditures are reviewed and corrected. (III.D.3.b, III.D.3.h)

Governmental Accounting Standards Board Statement 45 (GASB 45) requires that the actuarial amount of the liability associated with this obligation must be reported in the notes to the audited financial statements. The District has planned for but has only partially allocated resources to support future liabilities related to post-employment benefits, leave time, and other related obligations. The District provides post-employment benefits to retirees who have a minimum of 10 years of service with the District and who have reached the age of 55. Leave balances are paid when used through existing resources, and the District finances its current post-employment benefit obligations annually. The District's annual required contribution is \$2,925,208 based on the FY 2012-13 Annual Audit. (III.D.3.c, III.D.3.d)

The College is currently in the first year of a five-year loan repayment agreement. The District borrowed the money from its La Sierra Capital fund to augment the resources needed to finance its operations as part of the old Budget Allocation Model. All three colleges and the District entities, as part of the revised budget allocation process, contribute a proportional amount to repay this loan. The College's share of this allocation is \$598,424. While the College would benefit from the utilization of these resources for other program and service needs at this time, this expense does not pose a significant impact as it is less than 1% (.0088%) of the College's budgeted 2013-14 General Fund resources (\$67,712,362). (III.D.3.e)

As a regionally accredited institution, the College is eligible to receive and administer state and federal financial aid. Eligible students can receive aid from the Federal Pell Grant, Board of Governor's Enrollment Fee Waiver, Federal Supplemental Education Opportunity Grant, Cal Grant, Child Development Grant, Chafee Grant, Federal Work Study, and Federal Direct Loan Programs. (III.D.3.f)

The College provides students with financial aid counseling. It offers entrance/exit interviews to students and implements delinquency management plans, if needed, to assist students with meeting their financial obligations. This counseling has allowed the College to maintain a student loan default rate within federal guidelines. (III.D.3.f)

Board Policies [6100](#), [6340](#), [6345](#), [6350](#), [6352](#), [6360](#), and [6365](#)²⁹ outline the procedures for the negotiation of and executing of various contract agreements. At Riverside City College, contracts are reviewed by the respective vice presidents, the business office, and then by the College president, who makes the final approval at the College. This review process ensures that the contract or agreement is consistent with the College mission, its goals, and its objectives. (III.D.3.g) In addition, AP 6100 states that “each college president may sign grant applications and sub-awards associated with grants, and enter into and sign contracts for their college for goods, services, maintenance (as defined in Public Contract Code 22002d), equipment and rental of facilities, up to the dollar limits established in the Public Contract Code, the Education Code, or other laws pertaining to the taking of competitive bids, so long as the transactions comply with law and any limitations or requirements set forth therein. The president may amend the terms and conditions of any contractual arrangement so long as the total expenditure of funds and the period of the contract do not exceed the limitations set forth in applicable law or regulation, code, or other laws pertaining to the taking of competitive bids, so long as the transactions comply with law and any limitations or requirement set forth therein. For contracts on their campus on public works projects (excluding maintenance), the president may enter into and sign contracts less than \$125,000. Anything over that amount must go through the competitive bidding process.”

The College has an annual external audit to review its financial management practices and to make improvements, if required. Feedback from the audit process is shared with all levels throughout the College. Faculty, staff, students, and administrators, through committees and councils, participate in the College budget planning process. (III.D.3.h)

College planning committees also review, throughout the year, previous planning efforts in order to determine if past needs have been met, or if current or future resources are required to make needed program and service improvements. When needed, appropriate changes are made in the College review and planning process to ensure that internal planning is efficient and inclusive, and that the appropriate follow through is made on approved plans. (III.D.3.h)

Self Evaluation

Board Policy 6200 requires a contingency reserve of 5% to ensure the District’s financial security against unanticipated emergencies. Although the 2013-14 adopted District budget allocates a reserve of 3.8%, the District has historically exceeded the 5% reserve at year end. The Board approved decreasing the reserve in FY 2013-14 to 3.8%, but it plans to restore the 5% reserve in FY 2014-15. The principles embedded in the revised budget allocation model for the colleges to develop a 1% reserve of their budget allocations and for the District to allocate a 5% reserve before any funds are allocated to the colleges will ensure that the College and the District have sufficient reserves to meet

any fiscal emergencies. (III.D.3, III.D.3.a) Also, the revised District Budget Allocation Model now has a provision for the colleges to retain any funds from the prior year in their budgets for the next fiscal year. These retained funds will not be part of the new funds allocated to the colleges as part of the revised District Budget Allocation Model. This new provision will facilitate the College's ability to allocate a 1% reserve for the 2014-15 academic year.

The annual independent audits have shown no significant or material issues with the financial management of the District or the College, or any of their internal control systems. The budget system provides for effective and proper control of all [District and College resources](#).³⁰(III.D.3.b)

On July 1, 2011, the District had an actuarial valuation performed to determine its liability for its other post-employment benefits. As of June 30, 2012, the District reflected an unfunded actuarial accrued liability of \$24,642,278. Even though an actuarial value of assets was not determined, the District allocates resources to pay for this liability each year on a pay-as-you-go basis as part of its budget allocation process. (III.D.3.c, III.D.3.d)

The student loan default rate for the college has been 9.5% for 2009, 10.9% for 2010, and 9.2% for 2011. All default rates are within the federal guideline of 25%. (III.D.3.f)

Contracts approved by the College are sent to the District office for review by the District general counsel, with final approval and ratification done by the Board of Trustees. All contracts are handled consistent with state contract codes and [Board of Trustees policies](#).³¹ (III.D.3.g)

The College goes through an annual independent audit and receives a written report of the audit findings. Any recommendations, findings, or weaknesses identified in the College's internal control process are reviewed and corrected. The College has received no significant or material findings as a result of the external audit. (III.D.3.h)

Actionable Improvement Plan

None.

III D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

Financial resource planning is integrated with and supports institutional planning. The College has ongoing planning based on mission, College goals, comprehensive program review/unit plan reviews, and Board goals that shape budget development and resource allocation decisions. Academic and facility needs are linked through the refreshed

[Educational Master Plan](#), the [Facilities Master Plan](#) and the [Midrange Financial plan](#) which are also essential elements to the budget process.³²

The College's Strategic Planning process incorporates fiscal planning to meet the College's goals, mission, and values. On an annual basis this is driven primarily by Annual Instructional Unit Plan (AIUP) completed by all academic units within the College. The academic disciplines submit AIUP to update the Comprehensive Instructional Program Review (CIPR), which is revised every four years in a staggered cycle to manage the review process. The various units in Student Services, such as Admissions and Records and Financial Aid, submit unit plan reviews every two years. The administrative unit plan is submitted annually but limited to specific segments within a particular administrator's purview. In addition to a financial review of existing programs and services and identification of additional financial needs, the CIPR includes an analysis of how the discipline supports the College mission; how its assessment activities, including [SLO assessments](#), have led to improvement of instruction; and how recent trends in the field and collaboration with other disciplines have influenced curricular decisions.³³

Each discipline's four-year plan (CIPR) for personnel, equipment, technology, library, and facility needs provide the critical input to the College's strategic planning process. The three Unit Plan Review committees (UPRC) evaluate the AIUPs, the annual implementation of the CIPR, to ensure that the unit plans are consistent with the CIPR and the College's strategic plans and to prioritize the annual requests. The prioritized lists from each UPRC is passed to the Budget Prioritization Committee, which is made up of faculty, classified staff, student, and management co-chairs of each Unit Plan Review Committee. Once the prioritized list is developed, it is given to the president, who makes the final determination after reviewing the Midrange Financial Plan and after discussing the recommendations with the president's leadership team (PLT).

Disciplines submit the CIPR to the Program Review Committee for review before being sent on to the Vice President of Academic Affairs. The Vice President of Academic Affairs reviews each CIPR. As the division deans review and synthesize the AIUP, they are encouraged to refer to the CIPR for validation that the unit's resource requests are consistent with the goals set forth in the CIPR. The Institutional Effective Leadership Council (IELC), charged with assessing the effectiveness of this strategic process, makes annual [recommendations for improvement](#) to the Strategic Planning Executive Council (SPEC).³⁴ The CIPR is also used as an input by the ACTPISLC as it updates the Riverside City College Educational Master Plan.

In its recommendation for the allocation of resources to the College administration, the BPC takes into consideration the mission of the College, the College goals, the Educational Master Plan, the Facilities Master Plan, the Technology Master Plan, the Midrange Financial Plan, and other planning documents. The BPC, comprised of the joint chairs of the Unit Plan Review committees, is co-chaired by the Vice President, Business Services, and a member of the faculty. The faculty co-chair is appointed by the Academic Senate. Membership is limited to 14 members.

At the administrative level, RCC's Vice President of Business Services, in consultation with the College president and the Resource Development and Administrative Services Leadership Council (RDASLC), oversees the College's finances and regularly examines the College's budget for fiscal integrity, areas of growth and decline, and the redistribution of line items. If College resources need to be reallocated to meet the funding needs necessary for the College to fulfill the instructional needs of students and the College's mission and goals, the RDASLC makes a recommendation to the College president. Based on the [recommendations](#) provided by the BPC, the president determines which resource requests are fulfilled based on the availability of funds. It is the responsibility of the president to report back to the BPC those requests that were not funded. The BPC then reports back to the leadership councils to ensure that the impacted units are made aware what was funded.³⁵

The District and the College assessed the manner by which the institution allocates financial resources. During the 2011-12 and the 2012-13 academic years, the District Budget Advisory Committee (DBAC) [assessed](#) both understanding and perception of the [District budget allocation](#) process.³⁶ In 2012-13, as a result of that assessment, DBAC, with the three college presidents, assessed the District Budget Allocation Model and revised the model. The District used most of the principles of the revised model to allocate resources for the 2013-14 academic year.

Self Evaluation

The College plans and acts conservatively with regard to budget assumptions for revenues and expenditures which are not realized for a full-year. Decisions are made after College-wide dialogue and input at the College unit level and after SPEC has determined college planning priorities and realistic needs analyses.

In spring 2011, the SPEC charged the IELC to examine the effectiveness of the AIUP and the responsiveness of the ad hoc committees that examine those documents. Findings indicated that departments and disciplines were not receiving sufficient feedback, so in fall 2012, the [councils](#) have held joint meetings to assess the process, recommend changes that include an improved feedback process.³⁷ Recommendations have included improved templates, development of BPC reports, and additional training for College faculty and staff. Discussions will continue through the 2013-2014 academic year with the intent that these recommendations will result in changes for the 2014-15 academic year.

Assessments of the CIPR and AIUP protocols have also lead the SPEC to question whether maintaining the staggered submissions of the CIPR strengthen the College's [integrated planning and budget processes](#).³⁸ The College put the staggered submissions in place to mitigate the workload of faculty and staff of reviewing all the CIPRs at the same interval. However, relying on AIUPs to reflect CIPRs, which are revised on different cycles, has presented some challenges. One solution may be to have departments with multiple disciplines integrate the various CIPRs prior to submission. Then the department CIPRs could be integrated into division comprehensive plans by the division deans.

Further, the SPEC is considering making the CIPRs “living” documents that would be continually assessed and updated by the AIUP on an annual basis rather than updated on a four-year cycle. For example, the new AIUP would allow the unit to add a year to the life of the document and to delete the current year. This would produce a CIPR that would be appropriately revised annually but always be strategically looking forward for the same period of years at any given time.

The College continues to review its annual and strategic planning process and to make adjustments to ensure the College achieves its goals and fulfills its mission. The College has also assessed the perception that the College community has about the budget development process. This assessment also compares the results from the 2007 Accreditation Survey. For example, the results of the [2013 Accreditation Survey](#) indicate that 28% of the 2013 College Community agree or strongly agree “the budget development process, as it relates to new position hiring, is known with the College community.” In 2007, only 20% agreed or strongly agreed. In 2013, 52% disagreed or strongly disagreed with this statement; in 2007, 57% disagreed or strongly disagreed.³⁹ For equipment purchases, only 31% agreed or strongly agreed in 2013; in 2007, 35% agreed or strongly disagreed. In 2013, 48% disagreed or strongly disagreed; in 2007, 53% disagreed or strongly disagreed. In response to the statement that “the planning process guides budget priorities,” only 37% agreed or strongly agreed with this statement. In 2007 only 33% agreed or strongly agreed. This survey clearly indicates that the College needs to address the perception the College community has about the budget development process.

Also, as a result of the assessment of and the revision to the District Budget Allocation Model, the College has more autonomy in its budget development process. It no longer needs District approval for allocating its resources including faculty, staff, and administrative hiring and can retain prior year unused resources at the College level to augment its budget in subsequent years. This change, outlined in the Introduction to the 2013-14 RCCD Adopted Budget, reflects a paradigm shift that will require at least five years to implement fully. However, it also allows the College to develop its own budget allocation process that is more closely linked to the planning activities of the College itself. At the same time, this revised model makes the College fully responsible for its budget, including the funding of operating expenses for the new facilities to be completed in the next two years.

Actionable Improvement Plan

Develop a College Budget Allocation Model that is linked to planning. (See III.D.1)

Evidence

- ¹ [RCC Educational Master Plan 2008-2024.](#)
- ² [RCC Strategic Plan 2009-2014.](#)
- ³ [Strategic Planning Flow Chart.](#)
- ⁴ [Board Policy 6200.](#)
- ⁵ [College Goals.](#)
- ⁶ Review the [integrated action plans](#) for each council.
- ⁷ See the exhibits in the [2010-11](#) and [2011-12](#) budgets adopted by the Board of Trustees.
- ⁸ Review new principles and discussion of the revised model in the Introduction to the RCCD [2013-14](#) Adopted Budget.
- ⁹ [Board Policy 6300.](#)
- ¹⁰ [BPC recommendation letters.](#)
- ¹¹ Review the results of the District Budget Advisory Committee [evaluation survey](#) and the minutes of the DBAC meetings of [Dec. 9, 2011](#), that report the discussion of the allocation model as well as the report of the [DBAC survey presented by Dan Martinez](#), Associate Dean of Institutional Research.
- ¹² [Completed Projects.](#)
- ¹³ [Riverside Master Plan Facilities 2008.](#)
- ¹⁴ [Minutes from Measure C Bond Citizens' Oversight Committee.](#)
- ¹⁵ [2011-12](#), [2012-13](#), and [2013-14](#) Annual Budget.
- ¹⁶ [2011-12](#), [2012-13](#), and [2013-14](#) Annual Budget.
- ¹⁷ [BP 6200](#) and [BP 6250.](#)
- ¹⁸ [2010](#), [2011](#), and [2012](#) Audit Reports.
- ¹⁹ [BOT minutes](#), [DBAC minutes.](#)
- ²⁰ [Contract Procedures and Guidelines, February 2013.](#)
- ²¹ Default rate and [GAAP.](#)
- ²² Budget meeting announcements.
- ²³ [Contractual Obligation memo.](#)
- ²⁴ Yearend notifications.
- ²⁵ Budget announcements from [Chancellor](#), President and Constituency groups.
- ²⁶ See Board of Trustees [Resolution #04-13/14](#), dated September 17, 2013.
- ²⁷ [SCSRM policy.](#)
- ²⁸ [SCSRM policy.](#)
- ²⁹ Board Policies [6100](#), [6340](#), [6345](#), [6350](#), [6352](#), [6360](#), and [6365.](#)
- ³⁰ [2010](#), [2011](#), and [2012](#) Audit Reports.
- ³¹ Board Policies [6100](#), [6340](#), [6345](#), [6350](#), [6352](#), [6360](#), and [6365.](#)
- ³² [Educational Master Plan](#), [Facilities Master Plan](#) and the [Midrange Financial Plan.](#)
- ³³ See SLO assessments on [Assessment website.](#)
- ³⁴ IELC minutes from [April 18, 2013.](#)
- ³⁵ [BPC recommendation letters.](#)
- ³⁶ Review the [DBAC assessment](#) of the [District Budget Allocation Model.](#)
- ³⁷ [See Council minutes.](#)
- ³⁸ [SPEC Minutes.](#)
- ³⁹ Review the results of the [2013 Accreditation Survey](#) for Standard IIID.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.



IV.A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard IV.A.1

Institutional leaders create an environment of empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Standard IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Standard IV.A.2.b

The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the Curriculum Committee and academic administrators for recommendations about student learning programs and services.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting

Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Standard IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Riverside City College (RCC) provides meaningful institutional governance roles for administration, faculty, staff, and students. The primary vehicle for the various constituencies of the College to participate in decision-making and to assure effective discussion, planning, and implementation of policies that impact the institution involves the Riverside City College [2009-2014 Strategic Plan](#). The Strategic Planning [Flow Chart, Constitution, and Bylaws](#) identify the constituency groups that participate in the shared governance process.¹ The [Strategic Planning Executive Council](#) (SPEC) provides recommendations to the College president based on the proposals or plans brought forward from the four Strategic Planning Leadership Councils (SPLC). Each of the four leadership councils and the Strategic Planning Executive Council has representatives from each of the College constituent groups.² The four SPLC's form the center of the strategic decision-making for the College with each focusing on specific areas: Academic and Career/Technical Programs and Instructional Support, Institutional Mission and Effectiveness, Resource Development and Administrative Services, and Student Access and Support. The charge of each council exists in the Strategic Planning Constitution and Bylaws. Each council is co-chaired by a representative from administration, faculty, staff, and students. In addition to the co-chairs, nine faculty members, five classified staff, one administrator, and one student represent the constituency groups. Each of the constituent representatives has the responsibility to disseminate information back to the constituent group and also to bring forward recommendations or ideas from the constituent group. The RCC Academic Senate president, the College president, the Strategic Planning faculty co-chair, and the Strategic Planning administrative co-chair also serve on the District Strategic Planning Committee; they serve as the primary representatives from the College and function as the feedback mechanism between the College's strategic planning activities and the District's. The Riverside Community College District Strategic Planning Committee's membership, charge, and relationship to the three colleges are outlined in the District's Strategic Planning [Operational Guidelines](#).³ All recommendations made by the College's Strategic Planning Executive Committee, the College's Unit Plan Review Committee, and the Budget Prioritization Committee go to the College president, who decides whether or not to take the recommendations to the chancellor's Executive Cabinet for review before they go to the Board of Trustees for approval. All recommendations made by the District Strategic

Planning Committee also go to the chancellor's Executive Cabinet for review before they go to the Board of Trustees for approval.

The [Academic Senate](#) appoints and approves the RCC faculty members who have voting rights on the various strategic planning councils and review committees as well as all other College and District committees (including the Board of Trustee committees), except those committees where the faculty are elected by the faculty at large or by the constituency group they represent.⁴ Also, the [Academic Senate](#) (at both the College and District level, depending on the issue) serves as the primary body through which faculty make recommendations on the formation of College and District policies.⁵ It is the responsibility of the Academic Senate to be concerned with and make recommendations to the appropriate College and District administrators and management teams, the Board of Trustees, and state educational agencies on local and statewide community college educational issues. To support the faculty's participation in shared governance, Riverside Community College District [Board Policy \(BP\) 4005](#) stipulates whether the Board of Trustees relies primarily on recommendations of the Academic Senate or seeks to reach mutual agreement with the Senate.⁶ As described by [BP 4005](#), the College and District rely primarily on the Academic Senate for issues related to curriculum, degree and certificate patterns, grading policies, educational program development, standards or policies regarding student preparation and success, and policies for faculty professional development activities. The Academic Senate and District and/or College reach mutual agreement on governance structures, as related to faculty roles.⁷ Both the Riverside City College Curriculum Committee and the District Curriculum Committee have no staff or administrators as voting members. Additionally, the Academic Senate has primary responsibility for appointing faculty in other mutually agreed upon processes, including the accreditation self-evaluation and annual reports, processes for program review, processes for institutional planning and budget development, and other academic and professional matters. Also, the RCC Academic Senate president serves on the [District Academic Senate](#) and names all College representatives to various District committees.⁸

The Academic Planning Council (APC), composed of the elected departmental faculty representatives, advises the vice president of Academic Affairs on direct instructional issues since the department chairs have responsibility to complete the comprehensive program reviews and the annual unit plans, to plan and to recommend course scheduling, and to manage the departmental budgets. The specific responsibilities of department chairs and assistant chairs are outlined in the Faculty Association [Contract](#). The department chairs elect a voting member from the council, which is a standing committee of the senate, to sit on the RCC Academic Senate. The council also offers input into the strategic planning process, in particular the prioritization of faculty positions using a rubric developed by the council and approved by the [Academic Senate](#) and the Strategic Planning Executive Council. The APC also reviews and makes recommendations on institutional policies that have specific instructional implications.⁹

On issues related to compensation (salary and benefits) and working conditions, the [Riverside Community College District Faculty Association](#) (NEA, CTA, CCA) represents the faculty.¹⁰ The Faculty Association has a representative on the Board of Trustee Committees

and has a representative on the RCC Academic Senate and makes a monthly report as part of a standing agenda item at the senate meetings. The Association also meets regularly with both the College president and the chancellor to discuss issues of mutual concern, and it makes a monthly report to the Board of Trustees. The Academic Senate president also serves as a nonvoting member of the Faculty Association Executive Board. This exchange of representatives provides an essential feedback loop between the two faculty groups.

Riverside City College's Classified Staff is represented by the California School Employees Association (CSEA) Chapter 535. CSEA, the exclusive bargaining representative for the district, appoints the representatives to the various College and District committees, and these representatives promote the interests, needs, concerns, and viewpoints of the classified staff at each of the Strategic Planning Leadership Councils, including the Strategic Planning Executive Council. Additionally, classified staff members serve on each of the Unit Plan Review committees. The classified staff members have voting and co-chair positions on every Strategic Planning Leadership Council and advisory committees along with faculty and administrators. On a monthly basis the CSEA leadership team meets with the College president to discuss issues related to the classified staff. CSEA's Riverside Leadership team appoints staff representatives to all Strategic Planning Leadership Councils and College committees. The [CSEA](#) also serves as the bargaining unit for classified staff and is responsible for negotiating with the District on such matters as working conditions, benefits, and compensation.¹¹

The Associated Students of Riverside City College (ASRCC) represent the students at Riverside City College and appoints student representatives for all of College Strategic Planning Leadership Councils and Committees. Each student representative is a voting member, and the councils also have student representatives as co-chairs. ASRCC has three elected branches: Legislative, Judicial, and Executive. The Executive Branch is composed of the President, Vice President, Treasurer, and the Directors of Board of Communications (BOC), Multi-Cultural Advisory Council (MCAC), Inter-Club Council (ICC), and Marketing, Advertising, and Promotion Group (MAP). Oversight of both the [Judicial and Executive branches](#) is handled by elected Senators of the Legislative Branch. The Judicial Branch consists of a Chief Justice, Pro-Temp, five Justices, and up to five Associate Justices.¹² The ASRCC leadership has a monthly meeting with the College president to discuss issues related to the students.

According to its mission, the ASRCC represents and advocates student interests and rights. ASRCC also provides a forum for students to discuss issues, to air their concerns, and to encourage student participation. Additionally, the ASRCC promotes student awareness and appreciation of the values and traditions of Riverside City College and of the District; stimulates student awareness and involvement in the many academic, cultural, and social development opportunities available at the College, the District, and the community; and enhances communication and cooperation between all constituencies of the College, the District, and the community. ASRCC organizes, finances, and budgets student activities and programs through a fair and representative process according to finance policy.

Riverside City College students are also represented at the Board of Trustees through an elected student trustee who serves as a non-voting member. The student trustee gives regular reports on the activities of all three colleges at each Board meeting.

The RCC Academic Senate [Constitution and Bylaws](#) identify the charge and membership of all Academic Senate committees.¹³ The RCCD Academic Senate Constitution and Bylaws identify the charge and membership of all District wide committees. These committees provide the substantive and clearly defined role of faculty in the governance structures of the College and the District and also, in addition to the faculty roles in strategic planning, give the faculty a substantial voice in institutional policies, planning, and budget.

Each of the institution's governance structures participates, as appropriate and as charged, in the decision-making processes and contributes to the larger institutional dialogue. All constituency groups have a voice and have contributed to the communication with outside agencies, particularly with the Commission. These structures facilitate the exchange of ideas among the various groups and enable the College to clarify institutional objectives. The College conducts periodic evaluation of the roles of the leadership and the institution's decision-making processes and structures as it evaluates its strategic planning processes and when it conducts satisfaction surveys.

In addition, the College communicates its effectiveness and qualities to the public. In April 2012, the College revised the [College website](#) to represent every department in the College. The revised website includes the College catalog, the schedule of classes, advertisements, press releases, and institutional documents including all accreditation reports and letters. Moreover, in fall 2013, the College is transitioning to [TracDat](#) for all its assessment activities and is using SharePoint for its institutional data on student achievement and success.¹⁴

The College maintains relationships with external agencies. It reports directly to the U.S. Department of Education on its Title V (Hispanic serving institution) grant activities. The College maintains accurate records, including expenditure reports, equipment logs, time and effort reports for grant-funded personnel, and other grant program data. It communicates openly with the community. For example, it uses a Citizens' Bond Oversight Committee to monitor capital bond expenditures of its Measure C construction activities.

Self Evaluation

The 2007 evaluation team made five District recommendations and three college recommendations. Two of the recommendations focused on the planning processes (District Recommendation 1 and College Recommendation 1), and two of the recommendations centered on the organizational structures (District Recommendation 3 and College Recommendation 3). In particular, the 2007 evaluation team expressed concern about the "roles and responsibilities between and among the District's entities" and the "feedback loop between and among entities on key issues, such as planning, staffing priorities, etc. (District Recommendation 3). A parallel recommendation for the College to "identify and document the roles, scope of authority, and responsibilities of students, faculty, staff, and administrators

in the decision-making processes; [to] identify and document the charge, the scope of authority, and the responsibilities of each college committee; and [to] identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and the district, including mechanism for providing feedback “ (College Recommendation 3). Both the district and the college took these recommendations seriously and, after two follow-up reports and two follow-up evaluation team visits, including a sanction of “warning,” the Commission accepted the 15 October 2008 Follow-Up Report addressing College Recommendation 3, and the 2010 follow-up evaluation team concluded that “all five areas [noted by the previous follow-up team] have been completely addressed.” Moreover, in an effort to clarify the relationship between District and College planning responsibilities and to identify any revisions to the specific functions each entity plays in governance, representatives from the three colleges and the District have assessed and subsequently [revised the Function Map](#) (pp. 25-40), which the Commission’s “Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-District or Systems” requires.¹⁵

Both the District and the College have organizational structures and planning processes in place that, as noted above, have satisfied the concerns of the Commission and, more important, acknowledge the contribution of multiple constituencies in the decision-making processes. This empowering environment has allowed the College to direct its attention to improving the processes in place. In particular, the classified staff has sufficient representation on all College and District committees and task forces to fulfill the requirements of Title 5 (§51023). Along with administration, faculty, and students, they have joined together in improving the College effectiveness. For example, after reviewing comments about improving the program review process, the Institutional Mission and Effectiveness Council recommended a change in the [Unit Plan](#) and [Comprehensive Program Review templates](#) that emphasizes the use of longitudinal data (five years of data using the Accrediting Commission for Community and Junior Colleges template) to develop specific numerical goals at the discipline level and to begin the process of developing specific strategic initiatives as the College refreshes its strategic plan during the 2014-15 academic year.¹⁶ Also, the Institutional Mission and Effectiveness Council has created an addendum to the Comprehensive Program Review that asks disciplines, particularly those that are not on cycle, to develop specific long term measurable outcomes at the course and discipline level. This [addendum](#) will function as the primary input to refresh the College’s strategic plan in 2014.¹⁷ As this revised process unfolds, even though the basic strategic planning structure and council membership remains in place, the basis for decision-making process becomes more data-driven and involves more participation at all levels, including administrative units and departments and academic disciplines. This revision also connects more directly the planning process with the allocation of resources at the College.

Again, even though the basic structure of decision-making processes and the wide spread participation by various constituency groups continues in form, the College evaluates its decision-making activities on a regular basis. Surveys with questions about the level of participation of various constituencies groups and other issues involving planning exist on the [strategic planning website](#).¹⁸ Results from the 2007 Accreditation Survey indicated that

67% of the respondents believed that the Academic Senate has an important role in shared governance. Results from the [2013 Accreditation Survey](#) indicate that 77% of the respondents believe the Academic Senate has an important role in shared governance. In 2007, 66% of the respondents indicated that the CSEA has an important role in shared governance. In 2013, 70% of the respondents believe this to be true. In 2007, 68% believe that the Faculty Association has an important role in shared governance; in 2013, 78% think the role is important. In 2007, 52% believed that the Student Senate (ASRCC) has an important role; in 2013, 68% think this statement is true. The survey asked if all constituency groups are meaningfully represented on the institutional level. In 2007, 44% agreed with this statement; in 2013, 55% agrees.¹⁹ Clearly, a comparison of the two surveys indicates that the College has made significant progress in the perception that the various constituencies have a significant role in the decision-making processes.

As the College refreshes its strategic plan, a more complete review of the planning processes and recommendations from various assessments activities will continue to take place. The review will align the College's strategic plan more closely with the refreshed District's [strategic plan](#) and revised [operational guidelines](#) that were completed during the 2012-13 academic year.²⁰

At its October 22, 2012 meeting, the [District Academic Senate](#) approved its revised Constitution and Bylaws.²¹ The essential discussion about the changes to the District Senate's organization took place in the College senates, and the changes were approved by the local senates. Decisions about the changes to the District standing committees came as recommendations from those committees to the local senates and to the [District Senate](#). A number of changes resulted from the assessment and review of the membership and charges of the standing committees.²² For example, as a result of the assessment and charge of the committee, the District Assessment Committee no longer exists because each college has undertaken this task.

The College's revised website and new SharePoint site exemplifies the efforts the College makes to communicate openly and honestly the activities and results of institutional assessments. The reports to outside agencies are accurate and complete. The College conducts itself with integrity in all its activities with students, the community, and external agencies.

Actionable Improvement Plan

Review, revise, and align committee structure, including authority and roles of District/College committees.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college

districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a

multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

Descriptive Summary

The five member Board of Trustees, elected by the citizens of the Riverside Community College District (RCCD), governs in accordance with the authority granted and duties defined in Education Code Section 70902. The Board of Trustees acts as a whole and legally can function only as a group to represent the communities served by the District. [BP 2200](#) delineates the duties and responsibilities of the Board.²³ A nonvoting student trustee serves a one-year term and receives all materials, except for confidential personnel and legal matters, sent to Board members and is empowered to ask questions and to discuss issues before the Board. The student trustee does not participate in closed sessions.

RCCD [BP 2430](#)²⁴ indicates that the Board of Trustees appoints the chancellor and delegates to the chancellor the “executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.” The chancellor is empowered by the Board to delegate powers and responsibilities. BP 2430 also delineates the duties and responsibilities of the college presidents.

The [Board of Trustees](#) has approved an institutional mission and has developed institutional policies that reflect and ensure not only the quality of the educational programs and student services, but govern all aspects of the institution.²⁵ The policies governing the district and the colleges fall into seven basic categories: Chapter I, The District, defines the district and states the institutional mission; Chapter 2, The Board of Trustees, governs all business of the Board and the delegation of authority, including the Board’s size, duties, responsibilities, structure, and operating procedures; Chapter 3, The General Institution, establishes policies of a general nature, such as complaint procedures, grants, accreditation, and institutional planning as well as other legal matters; Chapter 4, Academic Affairs, governs all academic matters to ensure the educational quality and integrity of student learning programs; Chapter 5, Student Services, establishes policies, such as admissions and student records, that govern the services and resources to support student learning; Chapter 6, Business and Fiscal Matter, provides direction for the financial security of the institution; and Chapter 7, Human Resources, establishes policies governing all aspects of employment in the District.

All of the Board polices and administrative procedures undergo periodic review and revision. The date of adoption and the dates of revision are listed at the end of each policy and procedure. All revised policies and procedures go through an institutional review process, including a review by the Academic Senate and Student Senate, before the Board approves any new policy or revision.

Using its policies and approval procedures, the Board acts in the public interest and advocates for the institution. The [District Mission Statement](#)²⁶ defines the District's role and responsibility in supporting the success of the students and in serving the communities within the District:

Riverside Community College District is dedicated to the success of our students and to the development of the communities we serve. By facilitating our colleges and learning centers to provide educational and student support services, we meet the needs and expectations of our unique communities of learners. The District provides the colleges with leadership in the areas of advocacy, resource stewardship, and planning.

The District's strategic goals underscore its mission to promote and to provide opportunities for students to be successful in accomplishing their educational and career goals. The District's goals include:

- Student access
- Student success
- Resource stewardship
- Community collaboration and partnership
- Creativity and innovation
- System effectiveness

Through strategic initiatives, the Board advances its goals and supports the missions of the three colleges. Under the direction of the chancellor, who administers at the direction of the Board, the District provides centralized services in the areas of diversity and human resources, information technology, and administrative system infrastructure to assist and enable the colleges to address the needs of their students and communities.

The Board reviews and approves the budget, all district expenditures, human resources action, and curriculum. The Board relies on the chancellor, the college presidents, and administrators to ensure that institutional practices, instructional programs, matters related to students and staff, and all financial related decisions are made in accordance with Board policies and procedures, California regulations, and Education Code.

The Board of Trustees exercises its responsibility for educational quality, legal matters, and financial integrity with its committee and meeting structure. During its committee meetings, the Board receives reports on educational programs, curriculum, and initiatives aimed at student access and success, facilities, finance, governance, and planning. Board committee members discuss the reports and other issues and are able to engage the public, staff, and representatives in the discussion of the agenda topics. Open dialogue is encouraged. During the regular Board meetings, the Board takes action on agenda items, which include approval of the annual budget and District expenditures. When necessary, the Board consults with legal counsel typically on matters related to real estate transactions, personnel, litigation, and

labor negotiations in closed session. Following the closed session, the Board reports whether or not action was taken.

In an effort to keep informed and to promote member development, the Board sends representatives, especially new members, to the California Community College Trustees orientation, held annually in Sacramento, and sometimes members attend conferences in Washington, D.C. As part of BP 2110, Board members attend conferences, as budget permits, oriented toward community college trustees, such as the CCLC and the ACCT legislative conferences, of which a delegation from the Board attends annually. They regularly receive information about the institution, California community colleges, and state matters from the Community College League and representatives from various District and College constituencies.

BP 2110 and BP 2100 provide for continuity of membership and for staggered terms of office. If a vacancy occurs, BP 2110 delineates the procedure to fill the vacancy. BP 2745 outlines the Board's self-evaluation processes, which occur annually before the end of the academic year. The Board of Trustees maintains BP 2715, Code of Ethics Standards of Practice, that defines appropriate standards of ethical conduct and practices. BP 2715 provides a process for managing behavior deemed in violation of the policy. Also, the Board of Trustees maintains BP 2710 and 2712, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Political Reform Act of 1974, California's conflict of interest law for public officials, requires certain designated public officials at all levels of government to disclose publicly their private economic interests and requires all public officials to disqualify themselves from participating in decisions in which they have a financial interest. BP 2715 sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board of Trustees members fill out a Statement of Economic Interest.

BP 2745 provides the basis for the Board Self-Evaluation and outlines the process it follows each May to improve the quality of the leadership it provides to the community and to the District. The Board assesses and examines its performance around seven parameters. The self-evaluation process is not intended to evaluate individual members but to gauge its effectiveness as a body.

BP 3210 outlines the process by which the Board is informed and involved in the accreditation process. The Board also approves all reports to the Commission, including the College self-evaluations and substantive change reports, receives information from the various District and College constituencies, especially the college presidents, and participates in training about the accreditation process. In September 2012, the Board received specific training by John Knox of the ACCJC.

The Board has policies for the selection of the chancellor, BP/AP 2431, and the chancellor's evaluation, BP/AP 2435. The evaluation of the chancellor takes place annually and complies with the terms of the chancellor's employment contract. BP 2435 stipulates that the evaluation process is "jointly agreed to by the Board of Trustees and the Chancellor." The evaluation involves a written summary of the chancellor's major accomplishments and the goals for the future of the District. The format and possible topics to be discussed in the evaluation are clearly delineated and may include any of the following:

- Committees
- Financial information
- New programs or major refocusing of existing programs
- Student services
- Chancellor and staff relations
- Trustee and chancellor relationships
- Other subjects

The evaluation of the chancellor becomes part of the chancellor's personnel file which is maintained by the office of Diversity and Human Resources. The Board is charged with the governance of all colleges in the District and delegates to the chancellor the responsibility for administering District policies and executing all Board decisions. In turn, the chancellor may delegate powers and duties, but remains accountable to the Board.

The policy for the selection of a new chancellor (BP/AP 2431) specifies that the process will be "inclusive, transparent, and participatory." Representatives from each of the District's constituency groups participate in the selection. BP 2432 addresses the manner in which an acting chancellor may be appointed.

BP/AP 7121 specifies the procedure for the selection of a college president. Like the selection of a chancellor, the policy is specific about the committee composition, the screening and interview procedures, public forums, selection of finalists, and the negotiation and appointment of the president. BP 7150 states that "the Chancellor shall establish a procedure for the annual evaluation of each College President."

Self Evaluation

The Board of Trustees has policies in place to govern the activities of the District and to ensure the integrity of its academic programs and support services. The Board regularly reviews and revises the [policies and administrative procedures](#). A review of the adopted dates and revisions of these policies and procedures clearly demonstrate the Board's diligence in setting appropriate policies and approval processes necessary to oversee the institution.²⁷

On 24 January 2012, in an effort to better serve the diverse communities with the Riverside Community College District, the Board of Trustees began a study process to assess a possible "Trustee Election by District" process to replace the then current at-large election process.

The Board appointed a two trustee ad hoc committee to work with the District Chancellor's office to develop trustee-by-district map scenarios. The District hired the Dolinka Group to assist with the process, held three public forums, one at each college, to sunshine four by-district map scenarios and posted the scenarios online at www.rccd.edu. The ad hoc committee attended each of the forums and spent time carefully considering public comments (submitted via public forum or online) and reviewing and revising scenarios. As a result of public comments received, the committee developed a fifth map scenario for consideration. [On March 20, 2012](#), the Board of Trustees at its regular meeting reviewed three trustee-by-district map scenarios forwarded by the ad hoc committee and accepted additional public comment during the meeting. [On June 19, 2012](#), the Board voted (5-0) to adopt Scenario A and approved [Resolution No. 33-11/12](#) establishing trustee areas, a by-trustee election process, and the filing of a required Waiver with the Board of Governors of the California Community College System.²⁸ Beginning with the election in November 2012, Board members were elected by district, for staggered terms of four years, BP 2100. In an effort to improve voter turnout, Board elections coincide with presidential and gubernatorial elections. To ensure continuity of the Board, two seats are contested during presidential election years and three seats are contested during years of gubernatorial elections.

The bi-monthly meetings of the Board provide ample opportunities for members to receive detailed information, to get back-up documentation, and to gather additional facts and clarification if needed. The meeting agenda, Board reports, and support information are available electronically for the Board and public at least 72 hours prior to the scheduled meeting. The District's web page lists information and minutes from previous meetings (<http://www.rccd.edu/administration/board/Pages/MeetingsArchive.aspx>). The availability of this information and the ability to seek clarification when necessary assists the Board in carrying out its responsibilities.

The Board regularly assesses itself and reports its self-assessment in a public meeting. BP 2745 outlines the annual assessment process and, since 2008, has engaged in the self-assessment process. The Board considers and discusses the results of the process in open session and uses the assessment to monitor and to improve its effectiveness. Information gathered from the process is used to establish Board goals for the coming year. The results of the self-evaluations of the Board exist in Board minutes and agendas. For example, the number one identified goal based on the 2012 Board self-evaluation was the creation of a mission statement for the Board with guiding principles for governance. At its 18 September 2012 meeting, the Board adopted the following mission statement:

The Board is dedicated to providing governance and leadership that affords access to excellent higher educational opportunities for all who could benefit, thereby contributing to the strength of our communities and the local workforce. The Board, in collaboration with the chancellor, is committed to supporting the missions of Riverside Community College District, and the Moreno Valley, Norco and Riverside City colleges.

The Board annually evaluates the chancellor. The [results of the evaluations exist in Board](#)

[agenda and minutes](#).²⁹ Annually during closed sessions held during the May and June Board meetings, the chancellor reviews his/her accomplishments of the previous year's agreed upon objectives and submits objectives for the upcoming year. In turn, the chancellor receives a written response/evaluation from the Trustees through the College attorney, which is placed in his/her personnel file.

Actionable Improvement Plan

None needed

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts**

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

IV.B.2.d. The president effectively controls budget and expenditures.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The College has an administrative structure that reports directly to the president and serves the needs of the College. BP 2430 defines and delegates authority and responsibility to the president of the college: "Each college president is responsible for carrying out the District policies. Each college president's administrative organization shall be the established authority on campus. The college president is the final authority at the college level." The

president's administrative structure includes four vice presidents Academic Affairs, Business Services, Student Services, and Workforce and Resource Development. All of these administrators report directly to the president, who oversees their work. The president meets with the vice presidents to set priorities and discuss plans for achieving institutional goals individually and through the President's Leadership Team (PLT), which meets weekly or as needed. The president delegates authority to the vice presidents, who direct and coordinate the work of the deans under their direct supervision.³⁰

The president sets the tone and agenda for institutional improvements in all aspects of the teaching and learning environment, including establishing the process that sets the values, goals, and priorities of the institution. The president participates in Board subcommittees and general meetings and in meetings/activities of District administration, the College administration, the Academic Senate, department chairs, classified staff, and students. The president is also responsible for leading the College in accordance with the institutional mission. The president convened and gave guidance to a taskforce from the ACTPIS Leadership Council and the Institutional Effectiveness Leadership Council that assessed various student success initiatives and launched a Pathways Initiative cohort and block scheduling in spring 2014. The president is also leading a second task force that is reviewing the College's planning activities at various levels and recommending more effective ways to integrate these planning activities. Also, the president has reorganized the College's Academic Affairs area and guided its divisions into five areas, each of which is led by a dean of instruction. The president, along with the Resource Development Leadership Council, is also actively developing a College budget allocation model that is closely linked to planning and that reflects the District revised budget allocation model. The president is a member of the chancellor's Executive Cabinet. The president also serves on the Strategic Planning Executive Committee. The president has final authority to approve all recommendations as a result of the Strategic Planning process.

The president also asked the District dean/director of Institutional Reporting and Academic Services to conduct workshops with the deans and the Academic Planning Council (the department chairs) on the use of data such as the relationship between student enrollment and institutional funding: Full-time Equivalent Student (FTES), Full-time Equivalent Faculty (FTEF), Weekly Student Contact Hours (WSCH), faculty efficiency, load, etc. Board Policies 2000, 2430, and 2410 give extensive responsibility to the Riverside Community College District Chancellor's office to "execute those duties required by Board policy or other official Board action or prescribed by the California Education code and Title 5 of the Administrative regulations." These policies give primary authority to the district chancellor in determining the organizational structure of Riverside Community College District and in defining the major duties and responsibilities of each administrative position. However, the president has College responsibility for all statutes, regulations, and Board policies. The president assures their consistency with institutional mission and policies and communicates to the College community all important and pertinent regulatory information. The president chairs the College Advisory Council meetings and attends and convenes other groups to ensure the College is in compliance with statewide and District initiatives and regulations.

The president has primary responsibility for financial accountability. The president, who is responsible for obtaining an adequate budget to meet the College's mission, ensures that the College budget is allocated appropriately, and provides guidance to management, staff, and faculty in accounting for expenditures and for overseeing the expenditure of funds.

The president represents the College to a diverse group of professionals holding positions in both the private and public sector. To communicate effectively with the community the College serves, the president participates in the following community groups:

- Completion Counts Executive Committee
- Riverside Education Roundtable
- Greater Riverside Chamber of Commerce
- Riverside Downtown Partnership Board of Directors
- Latino Network
- Leadership Riverside
- Inland Empire Advisory Board Schools First Federal Credit Union
- President's Community Advisory Committee

Self Evaluation

The president has developed an effective administrative structure on the campus, formalized the composition of the Strategic Planning Council and its role in institutional planning, and emphasized that accreditation standards serve as the foundation of the broad institutional goals used in the strategic planning process. In fact, the president has reorganized the administrative structure to meet the demands of the unprecedented state budget by eliminating and restructuring certain positions. For example, one dean's position has been eliminated, and another dean's position was eliminated and combined with a vice president. More important, the president has established an Office of Institutional Effectiveness to assess the planning processes and to provide the data needed for more efficient institutional planning.

Although the president directs all operations of the College and has assembled a management team to administer the College, the president's ability to control the College budget, in the past, was somewhat limited by the District operational policies and budget oversight. For example, the president did not have the authority to authorize filling of vacant positions. However, as a result of the District's Budget Allocation Model assessment and revision in spring 2013 and its implementation as of July 1, 2013, one of the fundamental principles of that revision gave the College control of its budget and expenditures. The three college presidents have provided leadership in this revision. Many of the District operational budget control activities will move more directly to the College, and the president has more direct authority to transfer money and to allocate resources based on College planning activities. This change allows the president to link more closely the allocation of College resources with College planning processes. As a result of these changes, the president has initiated the development of a College budget allocation model.

The president ensures adherence to board policies and regulations for the College. By meeting with faculty and classified unions, department chairs, and student leaders to address issues impacting the College, the president follows all District policies and state regulations. In fact, on one occasion, the president directly intervened when problems with grant funding occurred even to the point of asking an administrator to resign.

The president meets directly with constituencies in the city and county of Riverside. The president's ongoing visibility and presence in the community serves the campus well. Outreach to the communities served by Riverside City College including organizations in business, government, education, transportation, housing, community development, environmental planning, and land use planning is ongoing.

Actionable Improvement Plan

None needed

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

IV.B.3.d. The district/system effectively controls its expenditures.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Board Policy 1100 defines the Riverside Community College District (RCCD) as the three colleges. The District's [function map](#) and [organizational charts](#) of both the District and the colleges delineates and clarifies the operational responsibilities and functions of the district/system with those of the colleges.³¹ RCCD provides centralized services in key areas like diversity and human resources, information technology, business and finance, and distance education. Varying levels of support and service are provided in each area and are dependent on the three colleges' needs and requests. Some functions remain under the direction of the District, but these district functions do not work in a vacuum. For example, the District has an office of Institutional Reporting and Academic Services, although each college has a researcher that coordinates with the District. Human resources and diversity continues to be a District provided function, even though one full-time human resources and diversity staff member has been reassigned to each of the colleges. Financial services are centralized, but the District and the colleges work collaboratively on financial matters through the presidents and vice presidents (chief financial officers) at the colleges.

On December 17, 2002, the Board of Trustees adopted Resolution 25-02/03 that affirmed the Board's commitment to one district wide curriculum and one student contract. Although the colleges share a common core curriculum (general education), the colleges have the freedom to develop and offer college specific programs that best meet the needs of its students and community. The curriculum inventory for the colleges and the electronic publication of three separate college catalogs has been maintained at the District level by the office of the Associate Vice Chancellor of Educational Services.

Open Campus, another District entity, provides the colleges with maintenance of the learning management system, Blackboard, which is the platform for all distance education classes within the District. Likewise, the colleges work collaboratively with the District's community education and economic development units for contract, fee-based, and Young@Heart (senior citizen) courses.

In September 2007, a District task force made up of the chief business officers from each college and the District along with representatives from various college constituencies and campuses developed a [Budget Allocation Model](#) (BAM) that the District adopted in fall 2008. The task force disseminated the proposed model with its various permutations throughout the District for comment and revision.³² The District has used this model each year to allocate resources to the various District entities through 2012-13. After assessment, the District adopted a revised model and implemented the basic principles of the revised model for the 2013-2014 academic year.

In accordance with BP 6200, the chancellor presents an annual budget to the Board of Trustees for approval. In years past and in conformity with BP 6200, the budget has included a 5% reserve; however, during 2010-2011 and 2011-2012, with Board approval, the budgeted reserve has been 3%. Chapter 6, Business and Fiscal Affairs, of Board Policy provides direction for the Chancellor to control District expenditures. For example, BP 6250 addresses effective Budget Management within the District and requires board approval of transfers between major expenditure. The policy demands a two-thirds vote of the board to approve any transfer from the reserve for contingencies to any expenditure classification. Additionally, an annual external audit of all funds, books, and accounts of the district takes place in accordance with BP 6400. The report expresses an objective opinion on the financial statements of the District for the previous fiscal year which ends on June 30.

BP/AP 2430 defines the role and responsibility of the chancellor and the presidents. The Board of Trustees delegates to the chancellor the executive responsibility for providing leadership for the District, administering policies, executing decisions of the Board, and ensuring compliance with state and federal regulations and statues. In turn, the chancellor delegates authority for the administration and operation of the colleges to the presidents. The chancellor, the chief executive of the District and secretary to the Board, is primarily responsible for carrying out the District's programs, Board policies, and official Board action. Delegation of authority to the presidents flows through the Board and the chancellor. The College president is responsible for carrying out Board policy. The president provides leadership and is responsible for making decisions that affect the operation of the College. He/she is the final authority at the College level.

BP 2435 delineates the process for evaluating the chancellor and charges the chancellor to evaluate the presidents. As indicated in BP/AP 7150, the presidents are evaluated using the same evaluation process that is used to evaluate all [managers](#) with the exception that they are evaluated annually and other managers are evaluated in year one and two of their hire and then once every three years thereafter.³³ As of July 1, 2013, the District revised the [evaluation process for managers](#).³⁴

Communication throughout the District occurs in a variety of ways. The Board of Trustees holds two meetings each month and rotates the meetings on a monthly basis among the three colleges. These meetings include standing agenda items when the chancellor, student trustee, the presidents, vice chancellors, Academic Senate presidents, bargaining unit, and members of the public can address the Board. Additionally, information about specific college programs and initiatives and District reports are also presented during both Board committee and Board regular meetings. Agendas for all Board meetings are available electronically on the District's website and in hard copy at the District Office. An email notification is sent to all faculty and staff when the agendas are posted. Minutes are also posted to the website.

The chancellor meets twice a month with Executive Cabinet, which includes the presidents, the chief of staff and facilities development, the vice chancellors for educational services, diversity and human resources, and business and financial services,

and the associate vice chancellor strategic communications and relations. The Executive Cabinet reviews reports that are being forwarded to the Board, discusses issues that affect the colleges and the District, and makes recommendations to the chancellor. The presidents also meet regularly with the chancellor on a monthly basis.

Both the chancellor and the presidents communicate with staff and faculty through the District and colleges' list serves. On a regular basis, the chancellor provides information on important issues, makes announcements, and delivers updates on timely matters. Board members frequently attend events on each of the colleges and other sites such as graduation ceremonies for special programs like nursing, culinary, and public officer training. They also attend concerts, performances, college expos, and job fairs. This enables them to stay in touch with students, staff, and administrators and, importantly, to be aware of program highlights and achievements.

The District and the colleges review periodically the delineation of the District/college roles and functions. The District's function map offers a visual representation of the manner in which functions and roles are distributed. The most recent revisions occurred in October 2012, November 2012, and January 2013 after a District-wide group met to review the function map and revise it based on organizational changes that have occurred and the resulting shift in roles and responsibilities of the District and colleges. The final version of the RCCD Function Map is posted on the District's website.

The [Core Operations Advisory Team](#) (COAT), composed of District-wide administrators and staff, meets on a monthly or as-needed basis. It is charged to ensure that core institutional processes across the District and within units are functioning effectively. COAT makes recommendations to the Executive Cabinet and, if approved, it oversees implementation of the recommended action.³⁵

The Board of Trustees adopted a formal self-evaluation process on October 15, 2002. In conformity with BP 2745, the Board conducts its evaluation annually, with review of the evaluation at the May Board meeting, and reports the results of its evaluation at the June Board meetings when the Board adopts its annual goals for the evaluation process.

Self Evaluation

An ongoing dialogue about centralized District and College services occurs on a regular basis. Services are evaluated in a number of ways. They are discussed and reviewed by the Executive Cabinet and in meetings that regularly occur between the presidents and the chancellor. Additionally, assessment measures are embedded in the [annual administrative program review](#) process. Results are reported, discussed, and used to prioritize needs and to improve processes and service. Annually in [January](#), District administrative unit/department representatives meet at the District's office.³⁶ The day begins with the chancellor addressing the group and discussing the methodology he/she uses in reviewing program reviews and accompanying recommendations submitted by

his/her cabinet members and the manner in which the chancellor communicates his/her final recommendations regarding resource, staff, or other requests. The administrative units then review each unit's program review. Assessments and evaluation of services are discussed and rationale is provided for any resource requests. As a final exercise, each unit prioritizes its needs. The final version of the program reviews are submitted to the appropriate vice chancellor who meets with his/her administrative leads to discuss the submitted program review. The vice chancellor submits to the chancellor a summary of the program review results along with a prioritized list of recommendations. For example, when the associate vice chancellor retired in 2010 and one of the full-time researchers resigned, neither position was replaced. Based on discussions in the Executive Cabinet and between the chancellor and the presidents that focused on an evaluation of services and college needs, a realignment of the District's Institutional Research office occurred. One full-time researcher has been permanently placed at Riverside City College, and in January 2013, the full-time research assistant has been transferred from the District office to Moreno Valley College to address the two colleges' needs for a "local" full-time researcher. The dean of institutional research remains at the District and, in addition to other functions, continues to provide requested data to the colleges, prepares both District and college reports for internal and external use, and supports the data needs of the colleges and the District for various processes including program review and administrative reviews.

The District continues to provide centralized services to support the colleges. These services are reviewed annually through the administrative program review process for effectiveness. If one or more of the colleges or the District seeks a change in the level of service or requests more local and direct oversight of the service, the issue can be discussed at the chancellor's Executive Cabinet and/or during the president's regular monthly meeting with the chancellor. For instance, recently, a survey was conducted about the general awareness of the District's Budget Allocation Model and its effectiveness. The results of the survey were first discussed and disseminated to the District Budget Advisory Council (DBAC) and then to the various District and college constituencies. A subcommittee of DBAC worked with the recently retired vice chancellor of Administration and Finance to prepare an assessment report that summarized the [survey results](#) and made preliminary recommendations.³⁷ An additional open ended survey requested the presidents of the colleges, the chief financial officers at each college, and the relevant strategic planning committees to make very specific recommendations for revisions to the BAM. In spring 2013, the chancellor convened a task force to assess the current model and to develop a revised budget allocation model that more effectively reflects the needs of a multi-college district. This new model gives the colleges more control of their budgets and allows each college to retain its savings and to control its hiring and other resource allocations. The new model was implemented beginning with the [2013-14 fiscal year](#). However, to implement the model fully, a transitional period with assessment of the level of district services will take place. The model essentially uses a FTES principle and takes the 5% reserve and District services off the top and then allocates the remaining resources at the same rate for each college.³⁸ The

budget for 2013-2014 also identifies the implementation issues to discuss or resolve during the transitional period and their [possible resolutions](#).³⁹

The District continues to have stable and sound fiscal practices in place. The District has addressed any audit findings and corrected them promptly, and while the District's reserve has been reduced in the last two years, the vice chancellor of Business and Financial Services has developed a plan to address the District's structural issues which will enable it, as part of the 2014-15 budget, to once again maintain a 5% reserve.

The roles and responsibilities of the chancellor and the presidents are clearly defined. Through delegation of authority expressed in BP 2430 and BP 7110, a system exists that enables the chancellor and the presidents to perform their duties and carry out the responsibility for oversight and decision making at the District and college levels. Through a systematic and documented evaluation process, employees, and specifically the chancellor and presidents, are held accountable for effectively carrying out their responsibilities.

[COAT](#) is effective in examining process and operations and is instrumental in ensuring effective and smooth functioning of key services at the college and District levels. The Board is also mindful of its obligation to evaluate its effectiveness and does so on an annual basis with the results of the evaluation being used to form goals for the coming year.⁴⁰ Recently, the chancellor sent a communication to all staff and faculty regarding the final [summary report](#) provided for the District's 2008-2012 Strategic Plan.⁴¹ The District Strategic Planning Committee has refreshed the District's Strategic Plan and its [Operational Guidelines](#).⁴² As the District has evolved, the organizational structure of the District has changed. This was underscored in a message from the chancellor in which he stated that the Executive Cabinet had spent a considerable amount of time evaluating the District's and colleges' administrative structure and were engaged in a discussion of "organizational shifts." In his [message](#), the chancellor charged the District and college strategic planning committees with assessing the delivery of service throughout the District.⁴³

Some of the organizational changes have been due to "golden handshake" retirements, layoffs, and a hiring freeze. The loss of those positions resulted in the redistribution of functions among existing positions. A recent example is the retirement of the vice chancellor administration and finance, which resulted in a reorganization of the business and financial units that included a position upgrade for the associate vice chancellor, Administration and Finance to vice chancellor, Business and Financial Services, along with the elimination of the vice chancellor, Administration and Finance, position. The College's and District's organizational charts reflect these changes, some of which resulted in unfilled vacancies and/or interim and acting positions.

Actionable Improvement Plans

Review and refine function map as roles of College/District continue to evolve.

Evidence

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- ¹ Review the various [strategic planning documents](#).
 - ² See the list of voting members in the [Strategic Planning Bylaws](#).
 - ³ Review the District Strategic Planning [Operational Guidelines](#).
 - ⁴ Riverside City College [Academic Senate Constitution and Bylaws](#).
 - ⁵ Review the Riverside City College [Academic Senate Constitution and Bylaws](#).
 - ⁶ See [Board Policy 4005](#).
 - ⁷ See [Board Policy 4005](#).
 - ⁸ Review the Riverside Community College [District Academic Senate Constitution and Bylaws](#).
 - ⁹ Review the Department Chair section of the Faculty Association [Contract](#) with the RCCD and also the committee charges in the [Academic Senate Constitution and Bylaws](#).
 - ¹⁰ See the Faculty Association [Contract](#).
 - ¹¹ See the CSEA [Contract](#).
 - ¹² Review the [ASRCC Constitution](#).
 - ¹³ See RCC [Academic Senate Constitution](#).
 - ¹⁴ Review the revised [college website](#), [TracDAT](#), and SharePoint sites.
 - ¹⁵ Review the [Task Force recommendations](#) for revising the Function Map.
 - ¹⁶ Review the revised [unit plan](#) and [comprehensive program review](#) templates.
 - ¹⁷ See the Comprehensive Program Review [addendum](#).
 - ¹⁸ Review in particular the [survey results for 2011-12 and 2010-11](#), the assessment of the council action plans, and various [council assessments](#) and recommendations.
 - ¹⁹ Review the [results of the 2013 Accreditation Survey](#).
 - ²⁰ Review the Riverside Community College [District Centennial Strategic Plan: 2013-16](#) and the [District Strategic Plan Operational Guidelines](#).
 - ²¹ See Riverside Community College District Academic Senate [minutes of its October 22, 2012, meeting](#).
 - ²² Review the revised [District Academic Senate Constitution and Bylaws](#) for the charge and membership of District-wide committees.
 - ²³ Review [BP 2200](#).
 - ²⁴ Review [BP 2430](#).
 - ²⁵ See the Board of Trustees website that lists and publishes all [Board Policies and Administrative Procedures](#) for the community and the institution as a whole.
 - ²⁶ [District Mission Statement](#) revised in spring 2013 and approved by the BOT April 16, 2013.
 - ²⁷ Review the adoption and revision dates of [Board policies and administrative procedures](#).
 - ²⁸ Review the Board of Trustees minutes for [January 24, 2012](#), [February 21, 2012](#), [March 20, 2012](#), and [June 19, 2012](#) for all discussion and approvals of the [change in election procedures](#).
 - ²⁹ Review the [annual evaluation results agendas, minutes and PowerPoint](#).
 - ³⁰ Review the [organizational charts](#) of the College to see the reporting structure of the various administrative units.
 - ³¹ Review the [Function Map](#) and [Organizational charts](#) for the District and the colleges.

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- ³² Review the [District Budget Allocation Model](#), its principles, and its application in the yearly budgets.
- ³³ Review the [Management Handbook](#).
- ³⁴ See [revised evaluation process for managers](#). See discussion in self evaluation of Standard IIIA related to manager evaluations.
- ³⁵ Review the following website: <http://websites.rccd.edu/coat/>.
- ³⁶ Review the [annual District administrative program review documents](#) for the last few years.
- ³⁷ Review the [Report on the District Budget Allocation Model](#), March 2013.
- ³⁸ See the Revised Budget Allocation Model - [Adopted Budget FY 2013-2014](#).
- ³⁹ Review the [Enrollment Management task force results](#) on the District web site.
- ⁴⁰ COAT Minutes, [March 5, 2012](#), and COAT Recommendation to Executive Cabinet, [May 29, 2012](#).
- ⁴¹ Review the [summary results](#) for the [District Strategic Plan 2008-2012](#).
- ⁴² Review the Riverside Community College District Strategic Plan [Operational Guidelines](#).
- ⁴³ Chancellor's [September 14, 2012, message](#) on Strategic Planning and Organizational Change.

Conclusion

Although Riverside City College has completed its Institutional Self Evaluation Report, it has not concluded the process of self-reflection. In fact, the College's program review processes for instruction, student services, and administration have fashioned an infrastructure of ongoing self-evaluation. As a mature institution, one that has served the community for almost 100 years, the College continues to find innovative ways to improve. It continues to upgrade its facilities, to employ qualified faculty and staff, and to develop new CTE programs and transfer degree patterns. However, even a mature, well-established institution needs to study itself to determine just how well it serves the students enrolled in its programs and courses.

After the College systematized the new ACCJC template for the presentation of disaggregated student completion and student achievement data and then embedded that data in its program review processes, the College community began to look more closely at how well students progress and complete their courses of study. What the College discovered is that its student achievement and success rates have remained somewhat static over the last five years, perhaps for even a longer period of time, and that not all groups of students achieve at the same rate. The persistence rates at the College are better than the state-wide average (65.8%) but lower than its peer group (75.2%), and its completion rate (63.6%) is slightly lower than the state-wide average (66.4%) and its peer group (64.6%). The progress of the College's math, English, ESL, and CTE students is significantly lower than both the state-wide average and the College's peer group. (A complete report is available in the RCC office of Institutional Effectiveness.) However, as this Self Evaluation Report reveals, the College has many strengths, and its weaknesses, perhaps, are more a result of complacency than any real structural problem. The report also reveals that the College, using concrete data, has developed carefully planned interventions to build on its strengths and to improve student success and completion rates. More important, the College also has demonstrated its willingness to investigate the underlying causes of the static student success rates and the lower transfer rates.

The analysis presented in Standard IIA, which is the center of gravity of Riverside City College's Self Evaluation Report, not only uses the data template recommended by the ACCJC to evaluate students' ability to complete programs and to be successful in courses, the analysis includes additional data that, perhaps, uncover the root cause of the static student achievement and completion rates. The data clearly show that a student's level of preparation has a direct impact on that student's ability to complete a program. The data also show that students need a clear pathway to achieve their educational objectives. From that analysis, in addition to the assessment of the very successful small scale interventions, the College has developed its Pathways Initiative to address that root cause. Only a mature institution finds a means to use its strengths as a vehicle to overcome its weaknesses. Only a mature institution, one with established resources, strong traditions, and an ongoing commitment to improvement, has the willingness to evaluate and to improve its practices to serve students more effectively.

Also, as the Self Evaluation Report reveals, the instructional areas including CTE, transfer, and basic skills have the support of Student Services as the College implements its Pathways Initiative. Equally important, the College has improved its planning processes and has more closely linked its planning activities with the allocation of resources, and it has demonstrated, in spite of several years of cuts to California community colleges, that it has sufficient resources to maintain but also to build programs that will improve student success and completion. Clearly, the College has been able to withstand the external financial pressures and has demonstrated its resilience and its ability to continue improving, especially in its willingness to develop an internal budget allocation model that is closely linked to its planning activities. As a result of the Institutional Self Evaluation, all of the College's planning activities have a more focused aim. With its improved data and ongoing assessment, the College is better equipped to monitor the progress of its planned interventions and to use its resources in an efficient and effective manner.

Appendix A

**Riverside City College
Integrated Action Plans 2009-2014
2013-2014 Academic Year**

Goal V. Organizational Effectiveness - Effective organizations employ effective practices. We are a learner-centered organization and are committed to RCC's mission and values, to the strategic planning process, to meeting the unique needs of our students and a diverse workforce, to maximizing the development and utilization of resources and to continuous improvement

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plans; and effectively prioritize new and ongoing resource needs - GENERAL EDUCATION ASSESSMENT (TRACDAT)	II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	Identify dedicated human resources to implement the TracDAT system to facilitate the input and analysis of GE assessment data.	ACTPIS-LC	Office of Institutional Effectiveness	Winter/Spring 2014	TracDAT individual designated	Yes: Human Resources for TracDAT support		
		Import and align course SLOs and General Education SLOs.	ACTPIS-LC	Office of Institutional Effectiveness	Spring 2014	SLOs imported/aligned in TracDAT	Yes: Human Resources for TracDAT support		
		Import GE course assessment data previously submitted to SurveyMonkey and SLOAssessment email.	ACTPIS-LC	Office of Institutional Effectiveness	Spring 2014	Data imported in TracDAT	Yes: Human Resources for TracDAT support		
		Build assessment reports filtered by areas listed in the GE Outcomes narratives.	ACTPIS-LC	Office of Institutional Effectiveness	Spring 2014	Assessment reports generated	Yes: Human Resources for TracDAT support		
		Review assessment reports to inform General Education assessment.	ACTPIS-LC	Riverside Assessment Committee; Office of Institutional Effectiveness	Spring 2014	Discussion at Riverside Assessment Committee meetings.	No		

**Riverside City College
Integrated Action Plans 2009-2014
2014-2015 Academic Year**

Goal V. Organizational Effectiveness - Effective organizations employ effective practices. We are a learner-centered organization and are committed to RCC's mission and values, to the strategic planning process, to meeting the unique needs of our students and a diverse workforce, to maximizing the development and utilization of resources and to continuous improvement

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plans; and effectively prioritize new and ongoing resource needs - GENERAL EDUCATION ASSESSMENT	II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	Form General Education Workgroups aligned with RCCD General Education Requirements (i.e., Natural Sciences, American Institutions, Social and Behavioral Sciences, Humanities, English Composition, and Communication and Analytical Thinking).	ACTPIS-LC	GE Workgroups facilitated by Riverside Assessment Committee and Office of Institutional Effectiveness	Fall 2014	GE Workgroup members identified	Yes; Stipend for faculty in workgroups		
		Map and align GE course SLOs with GE outcomes, and identify courses for direct assessment.	ACTPIS-LC	GE Workgroups	Fall 2014	Course SLO to GE SLO mapping	No		
		Conduct the direct assessment of targeted GE courses.	ACTPIS-LC	GE Workgroups	Spring 2015	Course scantrons received	Yes; Scantrons generated for courses to be assessed		
		Compile the results of the direct assessment and present the results to the GE Workgroups.	ACTPIS-LC	Office of Institutional Effectiveness; Institutional Research	Summer 2015	Presentation of GE direct assessment results	Yes; Institutional Researcher		
		GE Workgroups to facilitate discussion with discipline faculty to develop recommendations for improvement	ACTPIS-LC	GE Workgroups; Office of Institutional Effectiveness	Fall 2014	Discipline/department meeting discussion of results	No		
		Develop an internal process based on the Degree Qualifications Profile Project (DQPP) for the consideration of General Education and the competencies required for transfer as part of ADT development. Include gap analysis, mapping and aligning, and recommended pathways.	ACTPIS-LC	Riverside Assessment Committee in consultation with DQPP faculty and Curriculum Committee	Fall 2014	Documented process developed	No		

**Riverside City College
Integrated Action Plans 2009-2014
2013-2014 Academic Year**

Goal V. Organizational Effectiveness - Effective organizations employ effective practices. We are a learner-centered organization and are committed to RCC's mission and values, to the strategic planning process, to meeting the unique needs of our students and a diverse workforce, to maximizing the development and utilization of resources and to continuous improvement

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plans; and effectively prioritize new and ongoing resource needs - EDUCATIONAL MASTER PLAN UPDATE	I.B.4 (PA) Continue to integrate the Academic Master Plan, annual and comprehensive program reviews into the strategic planning process.	Draft a purpose and scope that establishes an educational direction for the Educational Master Plan (EMP) update that is aligned with Standard IIA: Instructional Programs of the Accreditation Self-Study.	ACTP&IS	Educational Master Plan Workgroup of ACTP&IS-LC and IE-LC	Fall 2013	Completed "Purpose and Scope" section added to the EMP document.	No		
		When appropriate, ensure consistency of data included in EMP update with data cited in the Accreditation Self-Study.	ACTP&IS	Educational Master Plan Workgroup of ACTP&IS-LC and IE-LC	Fall 2013	Revised "EMP Profile of Community and College" section.	No		
		Review and update the President's Message.	ACTP&IS	Educational Master Plan Workgroup of ACTP&IS-LC and IE-LC	Fall 2013	Revised President's Message.	No		
		Finalize the EMP update and get approval from college constituencies and the Board of Trustees.	ACTP&IS	Educational Master Plan Workgroup of ACTP&IS-LC and IE-LC	Fall 2013 - Winter 2014	Completed final EMP update: Approval from ACTP&IS, IE-LC, SPEC, Academic Senate, President, and the Board of Trustees	No		
		Review the annual and comprehensive review process and make recommendations for improvement.	ACTP&IS	Educational Master Plan Workgroup of ACTP&IS-LC and IE-LC	Spring 2014	Recommendations for improvement.	No		

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Goal 1. Student Access and Support - Our college is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.

Strategies/ Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Developing effective pathways for student success by encouraging all students to use student services (2a); AND Increasing transfer awareness, transfer readiness, and transfer rates (4d) - FACULTY ADVISORS (STUDENT/FACULTY INTERACTION)	II.B.5 The institution provides counseling and/or academic advising programs to support student development and success and trains faculty and other personnel responsible for the advising function.	1. Faculty Advising:	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup/ Liaison with SAS- LC & IE-LC					Workgroup Meeting Minutes/Notes and ACTP&IS Leadership Council Minutes containing progress reports
		A. Research models and draft a model for RCC in coordination with counseling	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup	Fall 2013	Completed Draft	No		Draft proposal
		B. Get approval/consult with APC and CTA	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup	Spring 2014	Approval by APC and if necessary, MOU with CTA	No		meetings with such groups-- approval indicated in minutes; an MOU written and approved
		C. Identify faculty advisors in ADT areas	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup	Spring 2014	List of faculty	No		
		D. Provide staff development and training for these faculty	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup	Spring 2014	Workshops	Yes		
		E. Develop Technology support so that Advising History for students is integrated	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup	Ongoing		Yes		
		F. Develop assessment to measure the effectiveness and success rates of faculty advisors	ACTP&IS-LC; SAS-LC; IE-LC	Faculty Student Interaction Workgroup / Pathways Workgroup	Spring 2014		Yes		Quantitative data from survey of students and advisors

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Strategies/ Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
2. Ensure comprehensive and equitable services exist and are part of institutional planning - STUDENT-FACULTY INTERACTION	II.B.5 The institution provides counseling and/or academic advising programs to support student development and success and trains faculty and other personnel responsible for the advising function.	Form a joint workgroup of ACTPIS-LC, SAS-LC, and IE-LC dedicated to Student-Faculty Interaction.	ACTPIS-LC; SAS-LC; IE-LC	ACTPIS-LC; SAS-LC	Spring 2014	Workgroup formed and meeting	No		
		Review the key findings of the CCSSE administered in 2010, 2011, and 2013.	ACTPIS-LC; SAS-LC; IE-LC	Student-Faculty Interaction Workgroup	Spring 2014	CCSSE data presented and discussed	Yes; Institutional Research		
		Identify aspects of highest and lowest student engagement on CCSSE.	ACTPIS-LC; SAS-LC; IE-LC	Student-Faculty Interaction Workgroup	Spring 2014	CCSSE data presented and discussed	Yes; Institutional Research		
		Review CCSSE results/questions for Student-Faculty Interaction Benchmark.	ACTPIS-LC; SAS-LC; IE-LC	Student-Faculty Interaction Workgroup	Spring 2014	CCSSE data presented and discussed	Yes; Institutional Research		
		Determine the need for additional data on Student-Faculty Interaction questions, and develop a local survey, if appropriate.	ACTPIS-LC; SAS-LC; IE-LC	Student-Faculty Interaction Workgroup	Spring 2014	Student-Faculty Interaction Survey	Yes; Institutional Research		
		Examine existing college initiatives/programs addressing student engagement.	ACTPIS-LC; SAS-LC; IE-LC	Student-Faculty Interaction Workgroup; Student Success Committee	Spring 2014	Existing initiatives/programs mapped to Student-Faculty Interaction Benchmark	No		

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Goal V. Organizational Effectiveness - Effective organizations employ effective practices. We are a learner-centered organization and are committed to RCC's mission and values, to the strategic planning process, to meeting the unique needs of our students and a diverse workforce, to maximizing the development and utilization of resources and to continuous improvement

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plans; and effectively prioritize new and ongoing resource needs. - STRATEGIC PLAN	Standard I.B.4 (Institutional Mission and Effectiveness): The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	Review achievement of initial targets as submitted by disciplines in CIPR Addendums using institutional data	ACTPIS-LC & IE-LC	ACTPIS & IE Joint Workgroup; Office of Institutional Effectiveness	Spring 2014	Summary report on targets	Yes; Institutional Research		
		Assess initial targets and revise goals and strategies during development of the RCC Strategic Plan 2014-2019	ACTPIS-LC & IE-LC	ACTPIS & IE Joint Workgroup; Office of Institutional Effectiveness	Spring 2014	Revised targets, goals, and strategies	Yes; Institutional Research		
		Assess data provided to disciplines via SharePoint and revise data tools to meet discipline needs	ACTPIS-LC & IE-LC	ACTPIS & IE Joint Workgroup; Office of Institutional Effectiveness	Spring 2014	Summary of assessment	Yes; Institutional Research		
		Investigate the integration/migration of data tools to TracDAT	ACTPIS-LC & IE-LC	ACTPIS & IE Joint Workgroup; Office of Institutional Effectiveness	Spring 2014	TracDAT reports	Yes; Human Resources for TracDAT support		

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Goal IV, Resource Development- As a learning organization, we recognize the importance of seeking new and alternative funding to advance the College and to add value to what we do, while improving our cost effectiveness.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Maximize the resources of the College and seek alternative funds to support a comprehensive learning environment by developing a revolving mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving, and state funding - LIBRARY BUDGET	Standard II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	Form a Library Budget Workgroup to assess the annual operating budget provided to the library.	RDAS-LC: ACTPIS-LC	RDAS-LC: ACTPIS-LC	Spring 2014	Library Budget Workgroup members identified	No		
		Determine methods and establish criteria for assessing library operating budgets for materials, human resources, and equipment.	RDAS-LC: ACTPIS-LC	Library Budget Workgroup	Spring 2014	Assessment process and standards developed	No		
		Assess the library budget based on methods and criteria, and make recommendations for adjustment.	RDAS-LC: ACTPIS-LC	Library Budget Workgroup	Spring 2014	Completed assessment results and recommendations	No		
		Update the college budget allocation model to reflect recommendations for the library budget.	RDAS-LC: ACTPIS-LC	Library Budget Workgroup	Fall 2014	Revisions to the Budget Allocation Model	No		

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Goal I. Student Access & Support - Our college is an open-access institution inviting our diverse community to the benefits of higher education. We are committed to providing the support necessary for student success. We strive to reduce barriers to services and programs.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Explore alternative enrollment processes - PATHWAY INITIATIVE	II.A.2.c. Review and monitor programs to ensure that courses are offered in a sequence that leads to completion of requirements in a reasonable amount of time for both full and part-time students.	Form a joint workgroup of ACTPIS-LC and SAS-LC dedicated to the Pathway Initiative. The goal of the Pathway initiative is to facilitate accelerated completion with an associate degree for transfer (ADT) for students in three tracks: unprepared (two levels below), underprepared (one level below), and prepared (college level).	ACTPIS-LC; SAS-LC	Vice President, Academic Affairs, Vice President, Student Services	Fall 2013	Workgroup formed and meeting	No	Workgroup formed and began meeting on September 27, 2013. Workgroup has been meeting biweekly since Sept.	
		Using placement data, review the number of students who place in math/English at college level and below. Identify students eligible for the program based on placement and math/English course enrollment.	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup (Institutional Research and Outreach)	Fall 2013	Eligible students identified	No	Reviewed placement data in September and October meetings. Decision made on Oct. 31 to pilot unprepared and underprepared only	
		Develop pathways for unprepared, underprepared, and prepared students.	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup (Counseling); Discipline faculty	Fall 2013	Pathways developed	No	Initial drafts prepared; incorporating discipline input into unprepared and underprepared. Will continue to work on ADT pathways in spring 2014.	
		Identify services and support to be provided to students in the pathways in coordination with Communities for Academic Progress (CAP), Completion Counts, and Pathways to Excellence.	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup	Fall 2013	Services identified; programs integrated	Educational Advisor	Met with CAP on November 6. Met with Pathways to Excellence on November 20.	
		Develop a Pathway Contract that describes program guarantees and student requirements to maintain eligibility and participation.	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup (Student Services and Title V Director)	Fall 2013	Contract developed	No	Contract finalized on November 25, 2013.	

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
		Market the program using flyers, email blast, video, and in-person recruitment in class and post placement test.	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup (Outreach)	Fall 2013 (Unprepared and underprepared tracks only) Spring 2014 (All tracks)	300 students recruited	No	In progress	
		Identify technology solutions to assist in flagging, enrolling, and tracking students in the program.	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup (Student Services and Admissions)	Fall - Spring 2013	TBD	TBD		
		Pilot with students	ACTPIS-LC; SAS-LC	Pathways Initiative Workgroup; Discipline Faculty	Spring 2014	Pilot with 300 students	Course seats; Counseling		

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Enhance and institutionalize operational and strategic planning processes that are deliberative, efficient, and data driven; integrate the College Strategic Plan with the Facilities, Education, and Technology Master Plans; and effectively prioritize new and ongoing resource needs.	IV.A2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for	Review, revise and align committee structure, including authority roles of district/college committees	IE-LC	Office of IE, Workgroup of Academic Senate and IE	Spring 2014	Comprehensive list of institutional committees and their charges.	No	Recommendation for workgroup by Academic Senate made jointly with IE. Workgroup will commence in Spring of 2014.	Comprehensive and organized list of institutional committees.
1		Review and refine functional map as roles of college/district evolve.	IE-LC.	Office of IE	Spring 2014	Recommended modifications to function map.	No	Ongoing	Recommended functional map changes put into place.
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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Develop and institutionalize operational and strategic planning processes that are deliberative, efficient, and data-driven. Implement the revised Annual Unit Plan Templates and the revised Comprehensive and Program Review addendum which establishes measurable goals using the ACCJC-recommended data structure.	I.B.4 (PA) Continue to integrate the Academic Master Plan, annual and comprehensive program reviews into the strategic planning process.	Work to get all CIPRs on the same schedule.	IE-LC	Office of IE, Program Review Committee, VP & Deans	Spring 2014	Completion of CIPR reporting on TracDat	Yes; TracDat for collection	Ongoing	TracDat Reports
1		Provide professional development and training for all department chairs and faculty who will be using TracDat.	IE-LC	Office of IE, Faculty Development	Spring 2014	Completion of training workshops.	Yes	Ongoing	Completed of CIPR in TracDat by individual departments.
1		Continue to look at CIPR process and make recommendations for improvements.	IE-LC	Office of IE	Spring 2014	Completed recommendations for improvement.	No	Ongoing	Improvements implemented in process.
1		Develop a process for determining targets, goals and strategies for ACCJC-recommended data structure.	IE-LC & ACTPIS	Office of IE, Program Review Committee, VP & Deans	Spring 2014	Data available for Department Chairs/Deans by discipline, or course.	Yes	Ongoing	
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Goal III. Culture of Innovation- RCC is committed to being an innovative institution working to improve teaching and learning, and student support services through the effective delivery and use of technology and by expansion and modernization of our learning environments.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services, and Administration	Standard III C	Identify College technology deficiencies	> Resource Development & Administrative Services Leadership Council	VP, Business Services UPRC BPC			Yes	Ongoing	
	Standard III C	Develop potential solutions		PLT RD&AS LC TAG		Prioritize needs utilizing the Technology Plan and determine how funds will be used.	Yes	Ongoing	Technology Replacement Plan
	Standard III C & III D	Allocate resources for purchase and replacement of computer/equipment as part of College budgetary process		VP, Business Services UPRC BPC			Yes	Ongoing	Contingency allocated to VP, Business Services budget to purchase replacement computers
	Standard III C	Review the IT Audit recommendations as part of the College strategic planning process, and provide input to the District IT Strategy Council		TAG					
	Standard III C 1	Integrate the College Technology Plan and Technology Replacement Plan Addendum into a broad, comprehensive plan that addresses all technology standards, replacement, and funding for desktop, network, audiovisual, and peripheral equipment, and wiring and physical infrastructure		TAG				Ongoing	Integrated Plan
Develop a comprehensive professional development plan a. Provide training for faculty in multiple modalities of teaching inclusive of the use of technology b. Enhance development opportunities for all employees	Standard III D	Inventory existing professional development activities	Resource Development & Administrative Services	Exec. Dean of Workforce Development &		Database of program offerings. Increase the number of participants.	No	Ongoing	

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Goal III. Culture of Innovation- RCC is committed to being an innovative institution working to improve teaching and learning, and student support services through the effective delivery and use of technology and by expansion and modernization of our learning environments.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
	Standard III D	Assess or review assessment of existing activities.	Leadership Council	Student Support Services		Assessment tool(s) in place. Maintain level of satisfaction	No	Ongoing	
	Standard III D	Develop comprehensive plan.				Completed Plan Effective professional development opportunities for all employee groups	No	Ongoing	

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Goal IV. Resource Development- As a learning organization, we recognize the importance of seeking new and alternative funding to advance the College and to add value to what we do, while improving our cost effectiveness.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Provide Bookstore Operations	Standard III D 2d	Issue and award RFP for Bookstore Operations Agreement	Resource Development & Administrative Services Leadership Council	VP, Business Services	Sept. 2012	Award contract Improve Bookstore Operations	No	Board approved RFP and college will receive signing bonus.	Board approved contract August 2013
Provide Beverage Vending	Standard III D 2d	Issue and RFP award Beverage Vending Agreement	Resource Development & Administrative Services Leadership Council	VP, Business Services Director, Food Services	June 2012	Award contract Improve Beverage Vending	No	Board approved Pepsi contract November 2012	Sales increased by 15% (need evidence) Pepsi Contract

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Decentralization of switchboard	Standard III D3	Improve communications	Resource Development & Administrative Services Leadership Council	VP, Business Services	October 2011	Implement phone trees for colleges Improve communications with College/District constituents	No	Completed	Phone tree chart complete General phone number messages updated and holiday messages implemented.
Provide Student I.D. Card/ATM Machine Services	Standard III D2d	Issue and award RFP	Resource Development & Administrative Services Leadership Council	VP, Business Services AVC, Information Services	June 2012	Contract awarded Improve efficiency and effectiveness of student ID card and ATM services	No	Completed	New Contract Proposal submitted for Board approval November 2012
Provide sufficient personnel to support the core mission of the institution	Standard III A2	Use strategic plan process to assess human resources needs	Resource Development & Administrative Services Leadership Council	President PLT HRAG		Maintain effective personnel support as restoration occurs following District Standards	Yes	Ongoing	Human Resources plan Internal BAM
	Standard III A6	Refine the human resources planning process.	Resource Development & Administrative Services Leadership Council	President PLT HRAG				Human Resources Advisory Group has begun this discussion	
Physical Resources Inventory	Standard III B	Internal Audit of surplus furniture and other items	Resource Development & Administrative Services Leadership Council	College Facilities VP, Business Services		surplus furniture and other items are identified for reassignment college community is informed of available surplus items	No	Ongoing	A list of surplus items is currently in development.

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Grants - Total Cost of Ownership	Standard IIIA & D	Create TCO template	Resource Development & Administrative Services Leadership Council Academic & Career and Technical Programs & Instruction Support Leadership Council Student Access and Support Leadership Council	PLT	Spring 2015	Creation of template	No	Start in Spring 14	Use of Template
Construction - Total Cost of Ownership	Standard III D	Review FMP- make sure TCO Template is included	PLT Resource Development & Administrative Services Leadership Council	VP, Business Services UPRC/BPC	ongoing				
Implement and assess the revised Budget Allocation Model (BAM)	Standard III D	Develop College Budget Allocation Model	Resource Development & Administrative Services Leadership Council						
	Standard III C	Develop 1% emergency reserve as part of 2014-15 budget development process	Resource Development & Administrative Services Leadership Council	President PLT VP, Business	Fall 2014		Yes	College discussions taking place	
	Standard II C 1A	Allocate funds from the College budget to support library materials, human resources, and equipment on an ongoing basis	Resource Development & Administrative Services Leadership Council	President PLT BPC	Ongoing		Yes	ongoing	

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
	Standard III C 1	Incorporate operational funding for technology replacement into the College Budget Allocation Model.	Resource Development & Administrative Services Leadership Council	President PLT BPC			Yes		

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed Yes, No, N/A)	Status	Results/Evidence
1. Explore alternative enrollment processes	II. B. 2 II. B. 3 II. B. 4	a.) Continue to update online AOC process, refine, edit and make seamless for 1st time college students		a.) Orientation Committee, Counselors	a.) 2009-11	a.) New process in place for 1st time students. AOC records and data on numbers of students completing the entire AOC process.	a.) Info. Services Help	a.) During Fall, 2013 counselors will develop plan for a new online Riverside City College specific orientation. New online Orientation to be in place by October, 2014. Status: institutional research to provide data	Online AOC process in place for all first time college students.
		b.) VP Student Services to convene committee to look at AOC, application process, assessment testing, in regards to student access/success. Recommendation report will be brought back to this committee.		b.) VP Student Services	b.) 2011	b.) Data of numbers of students completing AOC and not getting classes, data on completion rate of mandatory assessment compared to self selection.			
		c.) Implementation of admission application deadlines as of Fall 11. Reviewing order of registration.		c.) Registration committee	c.) Fall 2012	c.) Order of registration will reflect colleges core mission.			
		d.) Develop subcommittee from SASLC to look at AOC and make recommendations for more efficient AOC practices which will include multiple measures. Advocate for students and student success in regards to placement.		e.) AOC Comm. Counselors, Completion Counts	e.) 2010-13	e.) Minutes/agendas – change in practice based on research data. Joint meeting with ACCPIS scheduled for November, 2012 to share recommendations.	e.) IR Help	e.) In process of SASLC and ACPIS to continue to meet to research alternative forms of placement.	e.) Recommendations were made from subcommittee, as a result application deadline implemented Fall, 11. Also, EAP accepted by English and Math departments for placement in college level math and English.
		e.) Meet with three district offices to develop policies and procedures regarding priority registration for DSPS Students		d.) Greg Ferrer	d.) 9/1/2013	d.) Student feedback and DSP&S enrollment numbers	d.) Staff Time	d.) New DSP&S Guidelines for Priority Registration Eligibility	Priority Registration guidelines were implemented across all three colleges in the district. Students were notified via email and/or in person of their changed priority registration status. 372 RCC DSPS students were contacted via email.

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2. Ensure comprehensive and equitable services exist and are part of institutional planning	II. B. II. B. 1 II. B. 3	a.) Establish workgroup with representatives from Admissions, Assessment and Counseling to reevaluate assessment appointments methodology and strategize how best to serve three types of students 1) Groups with special timelines, such as CAP, Culinary Arts, Cosmetology, Gateway to College, International Students and Jump Start, 2) Groups with priority registration, such as Athletes, Disabled Students Programs & Services and Veterans, and 3) All general admission students with registration dates based upon time		a.) David Lee	a.) 7/1/12 - 6/30/13	a.) Appointment logs, attendance logs, research on dates/times of appointments cross-checked with student admit status, registration date and (if applicable) priority/special group status.	a.) Time and the ability to work uninterrupted		
		b.) To increase the show rate of online counseling appointments during the Fall, 12 term to 60%. Also, research ways to better serve students in the online environment. Group will review data Spring, 13 and develop plan.		b.) Counseling Faculty/Staff	b.) 2011-12	b.) Show rate data selected through e-sars	b.)	b.) Will evaluate show rate of Fall, 2013 during Spring, 2014 and update data report.	b.) Show rate for online appointments from 9/13/10 – 12/17/10 is 43% while regular “in person” show rate is 80%. Fall, 11 indicate a 5% gain in show rate. Fall, 12 show rate is 55%. Need to increase show rate by 5% during Fall, 13.
		c.) To evaluate services to veterans by administering a student efficiency survey and looking at examining veteran’s student success data.		c.) Counseling and Veteran’s staff and faculty	c.) Fall 12	c.) Research the success of veterans Fall 2009 by GPA, Course persistence, and course success and then do a comparative study for Fall 2012. Evaluate survey outcomes.	c.)	c.) Follow-up survey to be administered Fall 2013 to compare findings.	c.) Survey developed and disseminated Fall, 2012 and results and action plan developed Spring, 2013. Anecdotal information suggests a reduction in problems relating to veterans getting through the process.

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Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed Yes, No, N/A)	Status	Results/Evidence
2a. Learning support services for all students		a.) Basic Skills Workshops offered to all basic skills classes highlighting support services available		a.) VP Student Services, Basic Skills Counselors	a.) 2009-14	a.) Basic Skills Initiative Reports Currently 2 part time counselors are working with Basic Skills Initiative – hours were cut due to reduction in monies received. *due to lack of state budget for basic skills part timers currently not doing basic skills as of Spring 12.		a.) Basic Skills project with part time counselors was terminated as of Fall, 2012. General counselors are providing workshops to all students during college hour throughout the 2013-14 year. Sign in sheets and evaluations will be kept.	a.) BSI Report Card indicates workshops and attendance records from 2009-2011.
2b. Expand services in learning support and transfer centers		b.) Development of online appointments in transfer center for University Reps.		b.) Transfer Coordinator	b.) 2009-10	b.) Transfer Center Unit Plan			
2c. Promote outreach to K12 schools		c.) Ongoing Outreach activities offered through all student service program areas		c.) Coordinator Outreach 2012-2013	c.) 2009-14	c.) Outreach Unit Plan Review and calendar highlighting the number of activities offered with community involvement		c.) 2009-10 data shows there were Campus Tours to 2593 students. Presentations to 3121 individuals. 9 HS visitations – 441 students. 12 College Fairs, 49 community events. 14 weeks Walk-in Help Center and 4 weeks call center – 1953 students. Financial Aid 2,672 students served through 92 different outreach events.	
		d.) Completion counts 2 year contract for eligible RUSD and Alvord grads							
		e.) The Student Success Committee has implemented "Academic Rush" for faculty and students during the beginning of Fall/Spring semesters. All academic student support services are invited to set up an information table explaining their services.		e.) Dean, Academic Support	e.) 2011-12			e.) Ongoing	e.) BSI Report Card

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		f.) Upward Bound will monitor progress through site visits and curriculum based interventions for those students needing additional support.		f.) Director of Upward Bound		f.) Contact logs and standardized testing scores		f.) Continuous	f.) upon graduation student will enter a college or university. (Senior class to graduate in 2014. Data of students admitted will be available Fall of 2014)
		g.) Piloted SI Across the College to increase access to students		g.) SI Coordinator		g.) Benchmarks, Student participation		g.) Pilot year ending in Spring 2011	g.) SI Annual Report
		h.) SSS will develop an above and beyond/in house tutoring program		h.) SSS Director	h.) Fall 2012 setup, Spring 2013 implementation	h.) An established over and above tutoring program	h.) N/A, online tutoring program in place, and campus offerings in MLK	h.) Currently utilizing online tutoring through Smarthinking, and campus offerings	h.) (Spring 2013) 16 students participated in online tutoring (OT), 8 in campus offerings (CO), and 7 used multiple tutorial services. Students who participated in OT or CO saw either an increase to their GPA or a slight decrease, compared to a significant GPA decrease for students who did not utilize tutoring (data available)

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		i.) EOPS will provide over and above tutoring to program participants ii.) 10/15/13 Spring 2013 data was not available yet. EOPS will continue to offer tutoring to all EOPS student but will mandate tutoring for EOPS probation students beginning Fall 2013.		i.)EOPS/CARE Director and specialist		i.) Track tutoring usage and their academic progress		i.) Spring 2013	i.) Students who utilize the over and above tutoring will do better academically than the non- tutored students. 10/15/13 Findings: Out of 53 students that received tutoring 22 students improved or maintained their GPA Out of 53 students that received tutoring 22 students GPA declined. Out of 53 students that received tutoring 9 did not have a prior GPA to compare to. 53 students received tutoring in fall 2012. The total average GPA before tutoring was 2.003 the GPA after tutoring 2.26.
3. Identify low-performing student populations based on student equity report data and develop a comprehensive plan (cultural, academic and student services) to address inequities for student access, success, retention and progression	III.2.A II. B. 2. c II. B. 3. d II. B. 3. e	a.)Utilize information from Student Equity Report to develop targeted support services for low performing students. Student Equity leads coordinating with student equity plan.		a.) VP, Student Serve	a.) 2009-14	a.) Student Equity Report Data – retention and success rates for various types of instructional offerings	a.) YES	a.) Student Engagement Centers for Ujima, Honors, STEM (grant complete) Latino Student Engagement Center (Spr, 12), DSPS, EOPS, Care, SSS, Upward Bound (move)	
		b.) Continue Behavioral Intervention Resource Team (BIRT) activities.		b.) Director, Health Services Student Services Administrators	b.) 2011-12	b.) Retention statistics Retention statistics on file	b.) Yes		

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		c.) Upward Bound will recruit new students to complete the new grant guidelines of students served. We will provide tutoring, college field trips and college admissions preparations workshops.		c.) Director of Upward Bound	c.) Annually as needed	c.) Roster of students, sign in sheets from workshops, tutoring, field trips, and individual meetings	c.) IR	c.) In process as of Fall 2012	c.) Roster of students, sign in sheets from workshops, tutoring, field trips, and individual meetings
		d.) Weekly unit check identifies low performance Semester grade checks identifies low performance Develop a comprehensive athletic/academic support program involving counselors, coaches and athletic administrators.		d.) Athletic Advisor, Eligibility Clerk, Athletic Administrators and Coaches/	d.) Ongoing	d.) Weekly unit checks and weekly eligibility checks.	d.) Athletic Counselors	Vacant Athletic Advisor position. Need to hire is critical for planned activities.	
		e.) Provide Guidance 47 course for students with disabilities to develop basic skills and increase long-term retention of Students with disabilities		e.) Greg Ferrer & Scott Brown	e.) Spring 2013	e.) Course offerings & Retention Studies	e.) Staff time, printed course materials, budget for adjunct hours	DSPS was unable to provide a Guidance 47 course due to funding. The goal will be to provide this course during the 2013-2014 academic year.	Course not offered due to funding.
		f.) Mandate every EOPS students to have a six semester educational plan on file.		f.) Counselor & MIS specialist	f.) Reviewed for completeness at the end of each term	f.) Maintain a database that tracks student EOPS program and academic progress	f.) Staff	f.) 83% of the New students have an educational plan on file by the end of their first semester. 100% will have their educational plan complete and updated by their second semester	
		g.) Increase number of SEPs completed from 11-12 of 4960 by 5% which will be 5208 in 12-13. Develop plan to have additional increase of 5% in 13-14.		g.) Counselors	g.) 2012-14	g.) SARS data	g.) IR	g.) There was an increase from 10-11 to 11-12 of more than 15% of SEPs completed. The plan is to increase that number by 5% during 13/14.	g.) SARS data indicates 4960 SEPs were completed during 11-12 which exceeds our 5% target increase from 10-11 (4234) to more than a 15% (4960) increase from previous year.

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		h.) 1st time readmit student identified in Summer, 11 who have a readmit contract will increase overall GPA by end of Fall, 11. Those students will be compared with 1st time dismissed students Fall, 08 study.		h.) Counselors/IR	h.)	h.) Institutional Research Dismissal Study done 2008 and another one to be done in 2012 to compare findings.	h.)	h.) Fall, 2013 District Research team is to evaluate data and provide report to counseling for evaluation. Have made request through Institutional Research to update the study with results.	h.) 2008 study indicates an increase in academic performance for those students who completed dismissal process/readmit contract.
4a. Develop clear college-wide criteria for student pathways from basic skills to goal attainment	II. B. 2. b	a.) Continue to offer Career Insight Forums (CIF) through Career Center which are geared towards students who are undecided about major career choices.		a.) Career Coord.	a.) 2009-10	a.) Transfer/Career Unit Plan Review		a.) Career Center dissolved during 11/12.	a.) 7 Career Insights were offered 09-10 year 372 students participated.
		b.) Offer CIF tours.		b.) Career Coord.	b.) 2009-10	b.) Transfer/Career Unit Plan Review.		b.) Career Center dissolved during 11/12.	b.) 8 CIF tours offered 09-10 156 students participated.
		c.) Develop non-credit courses for instructional support		c.) Deans	c.) 2009-11	c.) Non-credit course development Working on series of ESL Cluster non-credit courses.		c.) Non-credit courses developed: ENG 885, REA 887, ESL 801 – Spr. 11, ILA - 800	c.) class schedule
		d.) Identify and address areas of deficiencies before reaching college Use early academic placement scores to drive intervention programs for identified High School Students.		d.) CLIP Grant	d.) 2009-10	d.) CLIP Annual Performance Report		d.) Received CLIP grant, should have CLIP director by December, 10.	
		e.) Offer Guidance 45 at local High Schools		e.) CLIP Grant	e.) 2009-14	e.) CLIP Annual Performance Report			
		f.) Articulation agreement with Alvord and RUS districts to ensure 2 year transfer agreement on their RCC matriculation students		f.) Completion Counts	f.) 2 years	f.) Transfer rates			

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		g.) Articulate with adult education to ensure student transition into non-remedial courses							
5. Develop Student Engagement Centers		Continue to develop around student interest and need		VP Student Services	2009-14	CCSSE student engagement and satisfaction data CI Solutions data tracking		Student Engagement Centers for Ujima, Latino Students, Honors, STEM, and Veteran's Center. Veteran's center to open April, 11. Guidance course offerings in STEM, Puente, Veteran's, CAP, and International	CAP Annual Report
		Provide student support services to those students who participate in learning communities throughout the college.		Dept. Chair Counseling	2009-14	Collaboration with various programs for Guidance course offerings and Counseling Services	Yes	Guidance courses are offered through various programs throughout RCC including CAP, Puente, DSPS, International Students, EOPS, and Gateway to College.	2013 Fall Schedule indicates that there are currently 18 guidance classes offered tied to a program.
6. Increase awareness of open access enrollment to all adults through marketing									
7. Promoting degree and certificate completion by expanding short-term classes and programs to improve job skills									
8. Promoting learning and effective teaching through ongoing identification of and assessment of student learning outcomes		All student service areas complete Unit Plans with SAO/SLO's.		VP Student Services, Student Service Administrators	Annually 2009-14	SAO/SLO assessment at all levels		Unit Plans submitted and reviewed annually.	
9. Implement Pathways Initiative	Actionable Improvement Plan Standard II	a. Educate prospective students about Student Success Initiative and Pathways by using pre-admission orientation video regarding: defining goals, career alignment, specific academic curriculum and academic pathway		A&R, Counseling, Outreach	Summer 2014	Survey at beginning and end of video.	IMC, Web communications and IT		

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Goal II. Responsiveness to the Community- Riverside City College is deeply committed to its role as a community resource and to meeting community expectations. The College actively pursues partnerships between our educational and business partners. We also play an important role in promoting community service and civic responsibilities.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Enhance career pathways approach into high-wage, high-growth jobs		a.) Develop and implement proposal for job development activities for workability students		Leigh Cordery and Calrina Pezant	Feb-13	Database tracking by AARA Service Providers indicating numbers of students, services provided, jobs developed and students placed.	Staff time, phone/internet access, funds for mileage		Workability students placed in positions
Expand services to students in outlying and fast-growing areas									
Maintain and strengthen ties with community-based organizations	II. B. 1	Enhance community involvement with students, faculty, staff, and administration being visible in community organizations. Provide various events on campus open to the community.		Administrators Student Services Personnel and ASRCC	2009-14	Community Survey of Student Engagement Plans to have Vet Center once per month during 10-11.		4 visits from the Vet Center during 09-10 year. 2013--approximately 2000 "trick or treaters" participated in Halloween town. Reindeer roundup attendance was 200, Bunny Hop Pizza Party was 200, Health Fair was 500	Evaluations of each community event show positive results
		EOPS Advisory Committee CARE Advisory Committee		EOPS Director CARE Coordinator	Yearly Yearly	Minutes Minutes		EOPS held a Advisory Meeting in early Spring 2013 and in early Summer 2013.	

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Goal III. Culture of Innovation- RCC is committed to being an innovative institution working to improve teaching and learning, and student support services through the effective delivery and use of technology and by expansion and modernization of our learning environments.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Develop a comprehensive professional development plan		Identify Professional Development Needs outlined in Annual Unit Plans.		Administrators/ Department Leaders	June 30, 2010	Professional Development Plan	Yes – funding	Student Access and Support Council Meeting agenda and minutes	
1a. provide training for faculty in multiple modalities of teaching inclusive of the use of technology		Implement Professional Development activities as outlined in Annual Unit Plans		IT Dept Liaison Leadership Council Chairs	2010-2011	a. Results of faculty survey on professional development needs			
						b. Number of faculty participating in professional development activities			
						c. Faculty survey of teaching and learning methodologies currently utilized (CCSSE)			
1b. Enhance development opportunities for all employees		Darren to present to Student Services Council the benefits of utilizing technology (Adobe Connect) for various meetings/outreach events.			October, 2010	d. Result of employee survey Was a survey administered?? The Faculty Development Committee would be interested in collaborating on this effort.			
2. Implement Facilities Master Plan		Develop and monitor design of Student Services and Workforce Development Building		VP Student Services, Dean Workforce Prep	2009-13	Progress report on implementation of Facilities Master Plan	Yes – funding		
2a. Refine the Facilities Master Plan to improve the overall physical performance and efficiencies of the campus						Timeline has been established and a committee is being formed.			
2b. Incorporate sustainability in architectural and landscape design									

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3. Refine and implement a Technology Plan that will utilize advances in information technology to improve effectiveness of instruction, Student Services and Administration <i>Is this in collaboration with the Technology Committee?</i>	II. B. 3. a	a.) Make all student services websites accessible		a.) IT Personnel Student Service Managers	a.) 2009-14	a.) Comprehensive, in compliance, student friendly RCC website Technology Plan Implementation status a. Technology User Survey	Info Services Help	Darren reported they are working on brand identities for the 3 colleges, December, 10 is rollover date.	
		b.) Utilize Datatel E- advising component for one semester educational planning		b.) IT Personnel Counseling	b.) 2009-14	b.) 10 Winter, implementation of E- advising one semester ed plans in use with AOC		Utilizing Datatel components for AOC One Semester plan - currently refining.	
		c.) Expand degree audit to include classes taken at other colleges in the region		c.) IT Personnel Counseling Faculty	c.) 2009-11	Previous college classes showing up in Datatel	Info Services Help	25 local colleges and feeder schools have been put into the system.	
		d.) Implement recommendations from Technology Consultant as related to student services.		d.) VP Student Services	d.) 2010-11	Recommendation follow-up incorporated into technology plan.	YES		
		e.) Continue to work with students to utilize online SARS for scheduling counseling appointments		e.)Counseling Clerk	e.) 2009-14	Increase the numbers of student scheduled appointments from 09-10 to 10-11.	YES	During 09-10 694 students scheduled appointments via web. 528 showed for appt.	
		f.) Student Activity Service hours software was implemented to assist Faculty Club advisor							

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Goal IV. Resource Development- As a learning organization, we recognize the importance of seeking new and alternative funding to advance the College and to add value to what we do, while improving our cost effectiveness.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
Maximize the resources of the college and seek alternative funds to support a comprehensive learning environment by developing a revolving five year mid-range financial plan inclusive of new fiscal, human and physical resources from grants, public and private sector giving and state funding.		Continue efforts to base budgetary and staffing decisions on sound research and data. Process in place through strategic planning.		VP Student Services	2009-14	Student Services ranking committee results of student services division based on research and information presented in Unit Plan. Five year mid-range financial plan a. Grant allocation model and report on grant funding b. Report on private sector giving		Sub Committee minutes to reflect process is in place.	
1. Secure additional public and private sector grants that support the College's mission and strategic goals		Submit grant applications relevant to Student Support and Service. CALMSHA Grant		VP Student Services Program Administrator	2009-14 4/2012 - 5/2012	Report on State Funding – 09-10 applied for TRIO grant. Applied for Calif. Community Colleges Mental Health Grant	Yes - Travel Yes	TRIO grant awarded. 220,00 over five years CALMSA Grant award \$249,672 over two years	
2. Enhance the college's state and national image to better influence public policy with regard to financial resources				VP Student Services Student Services Managers, faculty, staff DSPS Liaison VP Student Services				Currently Ed Bush, Greg Ferrer, Brian Brautigam serving on statewide committees.	
2a. Participate in local, regional and state organizations to advance the cause for differential tuition for high-cost disciplines		Share best practices at state-wide and national conferences for higher learning. Participation in state-wide advisory committees.			2009-14	The number of presentations.			

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2b. Lobby local, regional, and state leaders to advocate for differential tuition					2009-14	Committee membership rosters			

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Goal V. Organizational Effectiveness- Effective organizations employ effective practices. We are a learner-centered organization and are committed to RCC's mission and values, to the strategic planning process, to meeting the unique needs of our students and a diverse workforce, to maximizing the development and utilization of resources and to continuous improvement.

Strategies/Strategic Direction	Accreditation Standard(s)	Planned Activity	Strategic Leads	Responsible Leads	Timeline	Performance Indicator/ Benchmark	Resources Needed (Yes, No, N/A)	Status	Results/Evidence
1. Redesign the College Website		a.) Update all Student Service Web Information		Student Services Administrative Team	2009-14	Redesigned website and user survey results		Darren reported that Student Focus Groups were held May 13th will take that information to improve user experience.	
		b.) ASRCC contract with outside company to develop interactive website as well as online Student Services hours submission		b.) Student Activities Coordinators	b.) 2010-2014	b.) Students documenting student services hours to increase by 25%. Use of website for forms/information???		b.) website has been developed and in use since 2010. c.) Currently Developing information and stylizing web page	b.) 2010--200 users; 2011--225 users; 2012--235 users
		c.) Develop a SSS program website and link to SSS site from college site		c.) SSS Director and Ed Advisor	c.) Fall 2012	c.) Live site available with SSS information and a working link is placed on homepage.			c.) measure number of hits to SSS web page
		d.) Develop a new Athletic Website		d.) Athletic AD/SID	d.) Fall 2012	d.) Launching of new website		Get update from Derrick	
2. Identify and implement technology to enhance processes and services		Expand Web Advisor and student email instruction. Have information readily available on webpage. Provide tutorials that are easily accessible by students		Dean of Admissions	2009-14	Technology Plan Implementation Status – IT audit will dictate some changes necessary for student access and success		Tutorials now available through WebAdvisor. Shared Drive for better delivery of required services, updating process All council materials available to council through internet effective 10-11.	
		Increase efficiency of required services for Veteran's Utilize intranet to assist with meeting efficiency, committee reports posted prior to meeting and handle other agenda topics during meeting.		VP Student Services and Dean of Admissions District IT	2009-10 Spring 10	Annual Evaluation of Committee Goals.	Yes – more staffing in Vet. Services		
		Implement automated check in for student health services.		Dean Health Services		Check-in system in place.	IT help		

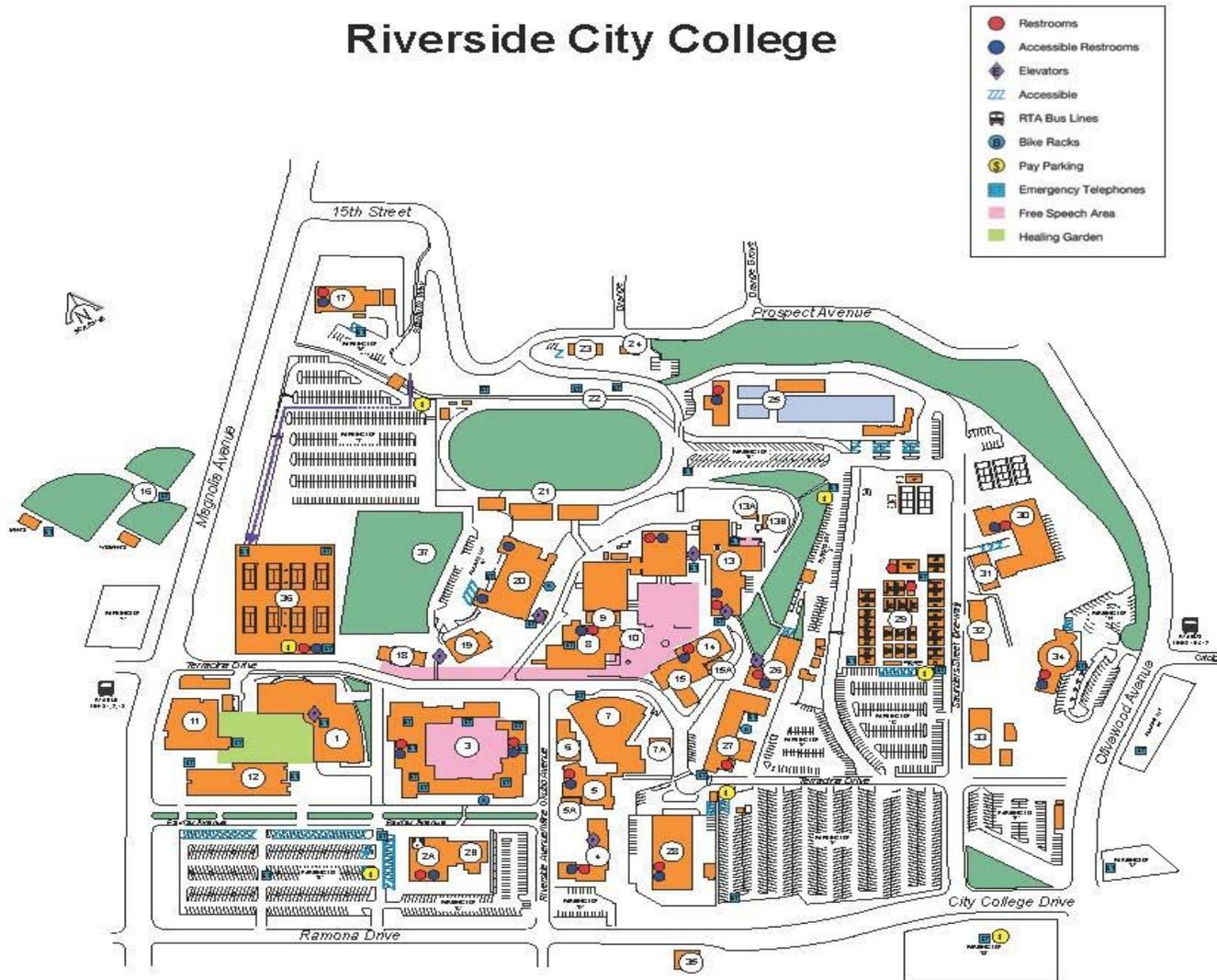
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		Work with Research and ESL faculty to validate and implement computerized ESL test		David Lee	7/1/12-6/30/13	Test purpose/description documentation State approval status documentation	Time and the ability to work uninterrupted	(update from david lee)	
		Student Activities/ASRCC to track participation in select events by using Datael card swipers		Student Activities Coordinators	2009-2014	Semester tabulation of all events	IT help	We have been consistent in tracking students at the select events	The average number of students served during JUICE Tuesdays was 150.
		Identify third party vendor for electronic transcript production to replace E-tran of California		Dean of Enrollment Services	Fall 2013 - July 2014	Enhance CSU/JC transfer application process	Info Services, Third party vendor, funding		

Appendix B

Riverside City College



- LEGEND:**
- 1. OFFICE/LEARNING & LEARNING RESOURCE CENTER
 - 2. ADMINS TRAFFIC (N. MOBILE)
 - 3. ADMINS TRAFFIC (N. MOBILE)
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