RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

Board of Trustees - Regular Meeting
Board of Trustees Governance Committee, Teaching and Learning Committee, Planning and Operations Committee, Facilities Committee and Resources Committee
Tuesday, February 07, 2017 6:00 PM
District Office, Board Room, 3801 Market Street, Riverside CA 92501

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less.

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at www.rccd.edu/administration/board.

I. COMMENTS FROM THE PUBLIC
Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.

II. PUBLIC HEARING (NONE)

III. CHANCELLOR'S REPORT
    A. Chancellor's Communications
       Information Only

IV. BOARD COMMITTEE REPORTS
    A. Governance (None)
    B. Teaching and Learning
       1. Accreditation Midterm Report for Moreno Valley College

          The Committee to review the Midterm Accreditation Report for Moreno Valley College.

       2. Accreditation Midterm Report for Norco College

          The Committee to review the Midterm Accreditation Report for Norco College.

3. Accreditation Midterm Report for Riverside City College

The Committee to review the Midterm Accreditation Report for Riverside City College.

4. Accreditation Midterm Report for District Recommendations

The Committee to review the District Accreditation Midterm Report.

C. Planning and Operations (None)

D. Resources

1. 2015-2016 Independent Audit Report for the Riverside Community College District Foundation

The Committee to review the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2016 for the permanent file of the District.

2. Presentation for FY 2017-18 Governor's Budget Proposal
Information Only

E. Facilities

1. Agreement Amendment No. 4 for Project Labor Administration with Padilla and Associates, Inc.

The Committee to review the Agreement Amendment No. 4 in the amount not to exceed $60,000 for project labor administration with Padilla and Associates, Inc. for the two remaining construction projects: the Culinary Arts Academy/District Office Building; the Henry W. Coil, Sr. and Alice Edna Coil School for the Arts Building; and extend their services through April 30, 2017, based on an anticipated Notice of Completion filed for both projects.

V. OTHER BUSINESS (NONE)
VI. CLOSED SESSION (NONE)
VII. ADJOURNMENT

Agenda Item (III-A)

Meeting	2/7/2017 - Committee
Agenda Item	Chancellor's Report (III-A)
Subject	Chancellor's Communications
College/District	District
Information Only	

Background Narrative:

Chancellor will share general information to the Board of Trustees, including federal, state and local interests and District information.

Prepared By: Michael Burke, Ph.D., Chancellor

Attachments:

None.

Agenda Item (IV-B-1)

Meeting	2/7/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Accreditation Midterm Report for Moreno Valley College
College/District	Moreno Valley
Funding	
Recommended Action	The Committee to review and accept the Midterm Accreditation report for Moreno Valley College.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm report midway between comprehensive evaluation visits. The report describes the progress and or resolution of recommendations made by the commission and the institution's self-identified actionable improvement plans along with an analysis of data trends. The college has completed its analysis of its plans and progress through an inclusive process that involved students, faculty, staff and administrators in preparation of its Midterm Report.

Prepared By: Irving Hendrick, Interim President, Moreno Valley College
            Robin Steinback, VP, Academic Affairs

Attachments:

Moreno Valley Midterm Report
Moreno Valley Midterm Report Presentation

Moreno Valley College

Midterm Report

Submitted by:
Moreno Valley College
16130 Lasselle Street
Moreno Valley, CA 92551

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

Submitted March 13, 2017

Midterm Report

Certification of Accreditation Midterm Report, March 13, 2017

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

From: Irving Hendrick, Interim President
            Moreno Valley College
            16130 Lasselle Street
            Moreno Valley, CA 92551

We certify that there was broad participation and review by the Moreno Valley College community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

_____
Virginia Blumenthal, President, Board of Trustees, Riverside Community College District

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Michael L. Burke, Ph.D., Chancellor Riverside Community College District

_____
Irving Hendrick, Ed.D., Interim President (CEO)

_____
Robin L. Steinback, Ph.D., Vice President of Academic Affairs, Accreditation Liaison Officer

_____
LaTonya Parker, President, Academic Senate

_____
Andrew Graham, Vice President, California School Employees Association, Moreno Valley College

Table of Contents

Report Preparation and Timeline

In May 2016, Moreno Valley College's Strategic Planning Council was approved by the College President to serve as the College's Accreditation Steering Committee.

In March 2016, Moreno Valley College's Accreditation Liaison Officer (ALO) learned that the Faculty Accreditation Writer had been selected for a Study Abroad teaching assignment and began a search for a new editor. The search was unsuccessful, so on August 1, 2016, the Dean of Instruction assumed the role of editor under the direction of the Dean of Institutional Effectiveness. The ALO, Dean of Institutional Effectiveness (IE), editor, and Interim College President developed the timeline below on August 15, 2016.

An internal draft was prepared on September 22, 2016, and shared with College leadership. The Dean of Institutional Effectiveness presented a status update to the Strategic Planning Council on September 22 and to the President's Cabinet on September 27. The first of three College forums was held on September 30. A full draft was published on the College's accreditation website on October 24. Updates to the President's Cabinet and Strategic Planning Council continued on October 25 and 27, respectively. The second College forum was held November 4. The third (final) draft was published on the College's accreditation website on November 10. The President's Cabinet reviewed the document on November 15, followed by presentations at Strategic Planning Council (November 17, December 15, and January 27, 2017,) Academic Senate (November 21 and December 5,) the Associated Students of Moreno Valley College (November 21,) the College's Classified School Employees Association (November 22,) the Riverside Community College District (RCCD) Strategic Planning Council (January 20, 2017,) the RCCD Chancellor's Cabinet on January 30, 2017, and finally the Board of Trustees for final approval on February 21, 2017. A third College forum was conducted on February 10, 2017, which was attended by faculty, staff, managers, and students.

Response to the Commission's Recommendations

At the Accrediting Commission for Community and Junior Colleges (ACCJC) meeting held January 6-8, 2016, the Commission reviewed the Institutional Follow-Up report submitted in October 2015. The Commission found that Moreno Valley College had resolved deficiencies in District Recommendations 1 and 2 and College Recommendations 1, 2, 3, and 5 from the spring 2014 comprehensive evaluation; these findings were based on the October 2015 Follow-Up report, the previous Comprehensive Institutional Evaluation Report, all submitted evidence, and the results of the ACCJC team visit on November 4-5, 2015. The Commission also found that the College had addressed recommendation 6 to increase institutional effectiveness. The Commission required the College to submit a Follow-Up report regarding College Recommendation 4, which was due on March 15, 2017.

This report provides updates on the recommendations that were previously addressed and provides evidence that the College has sustained and integrated processes regarding the two District and five College recommendations. This report provides information identical to what appears in the Follow-Up report for College recommendation 4.

District Recommendations

District Recommendation 1

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

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

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

At the beginning of fall 2016, the ITSC was in process of assessing the status of 2015-2016 academic year objectives (derived in large part from outstanding IT Audit concerns). At their September 2016 meeting, the Council compiled and prioritized a list of 2016-2017 objectives based on outstanding 2015-2016 objectives in addition to new items brought forward from the colleges' and District's technology plans for 2016-2017 (e.g., see MVC's minutes from the Technology Resources Advisory Group meeting from November 3, 2015.)

Progress continues to be made toward a more comprehensive disaster recovery plan (District Technology Continuity Plan, Appendix 3 of the District Technology Plan). One element of the Technology Continuity Plan has been completed, namely establishing network redundancies between college and district locations, ensuring that locations are connected to each other in more than one way in case of outage at any single site. Work on this alternate network routing has been completed at Norco College and continues at Riverside City College. Implementation of a second district-wide internet connection at Moreno Valley College is in progress, which will provide additional redundancy as well as increased capacity to the entire District. Professional services are being contracted to address this issue (see Network Bandwidth Status on page 3 of ITSC's October 19, 2016 minutes.) In addition, data are being replicated between college sites on a nightly basis. Also, faculty and staff email has been migrated to Microsoft Office 365 for improved access and availability.

Moving forward, the colleges' vice presidents for business services and the Vice Chancellor for Business and Financial Services continue to refine a financial sustainability strategy for technology replacement and enhancements.

District Recommendation 2

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

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

To address the Commission's recommendation regarding OPEB liability, a funding plan was developed. The plan consists of the following:

1. Effective July 1, 2015, establish an irrevocable trust to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability;
2. Develop a rate to apply to every dollar of payroll, in all resources that have payroll, to cover the annual current cost ("pay-as-you-go") plus a minimum of $250,000 annually to begin providing for future retiree health costs, including application of the rate to grant and categorical programs in accordance with the federal government's (i.e., the Office of Management and Budget's) OMB Circular A-21 and the State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45—Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions, and Governmental Accounting Standards Board GASB 45;
3. Contribute investment earnings over time to the reduction of the outstanding OPEB liability, so that the total amount of District set aside and funds accumulated to pay for future retiree health costs will be limited to a maximum of 50% of the outstanding OPEB liability;
4. At least annually, transfer all funds provided by the retiree healthcare rate to the irrevocable trust;
5. Pay all retiree healthcare costs out of the irrevocable trust.

This proposal, discussed with the District Budget Advisory Council (DBAC) on January 23, 2015 and on February 27, 2015, was also vetted through each of the colleges' shared governance processes and reviewed by both the District Strategic Planning Council (January 30, 2015 and March 13, 2015) and the Chancellor's Cabinet (March 30, 2015). The final proposal was presented and discussed at the Trustees' April 7, 2015 Resource Subcommittee meeting. The Board approved the proposal at its April 21, 2015 meeting.

The District continues to implement its funding plan to ensure a reduction of its OPEB liability. An OPEB Committee was formed, with membership consisting of the Vice Chancellor of Business and Financial Services, a Faculty Association representative, a management representative, a Classified School Employees Association representative, and a community member. At the committee's initial meeting on January 6, 2016, the group chose an asset-allocation strategy for a $250,000 investment per fiscal year. The committee recommended a moderately conservative plan with medium risk (Strategy 2) within the

CalPERS OPEB irrevocable trust. On September 12, 2016, the District OPEB Committee reviewed the trust's performance and set future meeting dates for a minimum of two times a year.

College Recommendations

College Recommendation 1

In order to meet the Standards, the team recommends that the College further articulate its goals and objectives in measurable terms, and assess progress toward achieving its goals systematically and on a regular cycle (Standards I.B.2, I.B.3).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

Moreno Valley College has sustained its efforts to create goals, objectives, and strategies in measurable terms and continues to systematically assess progress towards achieving goals. The College produced three overarching plans since the Visiting Team's recommendation in 2014: the 2015-2018 Integrated Strategic Plan, the Student Success and Support Programs Plan and the Student Equity Plan. Each of these documents identifies specific goals, strategies to achieve the goals, timelines for completion, and responsible parties.

The College has begun assessing its completion of the goals and objectives contained in its 2015-2018 Integrated Strategic Plan. Objectives that are identified in Integrated Strategic Plan have been or will be submitted by the appropriate subcommittee of the Strategic Planning Council (SPC) and forwarded to the SPC for submission to the College President. For example, the College has identified a need to develop and consolidate its overlapping strategies in Basic Skills, Student Support Services and Programs, and Student Equity committees. Therefore, SPC approved creating a joint committee, called the Student Success and Equity Committee, in its March 2016 meeting (and later approved by Academic Senate in April 2016) that would provide oversight and direction to these program areas and associated initiatives, while allowing the college to better align resources to support these collective efforts. Even though a joint committee has been created, each of these groups will still continue their annual program evaluation.

The SSSP plan, the Student Equity plan, and the Basic Skills plan require mandatory annual updates to the California Community Colleges Chancellor's Office. The College's responses for these annual updates describe the completion status of each objective and summarize the outcomes or steps underway to attain the objectives. Other goals and objectives contained in College plans, such as the Integrated Strategic Plan are evaluated systematically. For example, during an SPC retreat in August 2016, a task force was formed to evaluate the degree to which the College had accomplished its strategic planning goals and strategies (see last item from SPC August 26, 2016 minutes). The task force has reported its preliminary findings to SPC in October 2016 (see minutes) and is developing a survey for the parties responsible for each of the plan's strategies. This survey will help the College better understand and communicate the completion status of the 2015-2018 Integrated Strategic Plan strategies and goals.

To ensure broad communication of the College's progress towards institutional goals, information is communicated using several modalities. In addition to dialogue occurring in

shared governance committees such as SPC meetings and Academic Senate meetings, the College also holds public forums. In June 2015, the College held a Budget forum to review goals, funding priorities, and the outcomes of having an Integrated Resource and Planning Allocation tool.

The Mission and Institutional Effectiveness (Standard I) subcommittee of the SPC has agreed to assess a previously approved systematic process to ensure that the assessment of institutional goals occur on a regular and consistent basis. In December 2015, the subcommittee began discussing the evaluation of College processes. The subcommittee reviewed and discussed models for Continuous Improvement Process and Flow such as the "Inventory of Continuous Improvement Processes." The subcommittee is continuing this work during the fall 2016 semester (see minutes from October 6, 2016).

The College has also improved its process for measuring and documenting the achievement of goals by integrating data and objectives into the Instructional and Student Services Annual Program Review (APR) process through the online host TracDat. The College has improved its integration of data into the APR process to facilitate analysis about objectives included in the College's Student Equity Plan and in the College's Institution Set Standards. To ensure the data are accessible in a visual analysis-ready format, the College has purchased a data visualization tool, Action Point. This purchase was made in response to feedback from focus groups consisting of the primary authors of the instructional Annual Program Reviews. Action Point is scheduled to be implemented in spring 2017 and it integrates with our existing Annual Program Review Process in TracDat.

To assess progress towards achieving goals, several data-related prompts are included in APRs. Examples include: student success and retention rates overall and also disaggregated into rates for students enrolled in transfer courses and for students enrolled in Basic Skills courses; course success rates aggregated by discipline; and course success rates disaggregated by gender and ethnicity (see, for example, the spring 2016 Music Annual Program Review). APRs also include analysis from long-term College data trends from the Community College Survey of Student Engagement (CCSSE) and institutional set standards and goals. Program Review authors now must respond to several questions based on these data trends and on the institution standards included in the APRs. The College established a four-year rotation cycle for the analysis of institution set standards and goals and plans to rotate the Program Review questions each year. In 2016, the questions focused on degree and certificate completion and successful course completion rates in English as a Second Language, Basic Skills, and Career and Technical Education courses. Data from the previous five years were provided to program review authors.

Conclusion
Starting in May 2017, the College will publish the results of a comprehensive assessment of its progress towards accomplishing the one-year goals identified in the Institution Set Standards, one year after the goals were adopted by the Board of Trustees. The Institution Set Standards were approved by the College Strategic Planning Council in March 2016 and by

the Board of Trustees in May 2016. Program Reviews will continue to serve an essential role in annual assessment.

College Recommendation 2

In order to meet the Standards, the team recommends that the College assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation (Standards I.B.6, I.B.7. III.A.6, III.B.2.b, III.B.6, III.B.7, III.C.2, III.D.4).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College has sustained the practices previously outlined in the October 2015 Follow-Up Report related to assessing its planning and program review processes and with integrating and evaluating planning and resource allocation activities.

Assess planning and program review processes; ensure ongoing systematic evaluation cycle
The College continues to assess and make revisions to the Program Review planning processes. In 2015-16, notable improvements in quality of analysis of the provided data were made in the Program Review processes in Academic Affairs and in Student Services. Both areas continue to use the online TracDat software to create, edit, and update Program Reviews. Specific examples of sustained improvement in the Program Review and planning processes follow.

Student Services
In order to ensure widespread participation in developing resource allocation priorities, in accordance with the College planning process, Student Services has institutionalized a Student Services Council to bolster its planning, resource allocation, and program review processes. Specifically, the Council prioritizes annual program review non-personnel requests, provides suggestions and input on personnel/hiring needs, and provides a venue for information sharing to promote effective communication across the Student Services Division. The council is composed of the Vice President and three of each: students, staff, managers, and faculty. The council began meeting in 2016 and reviews and ranks resource allocation requests.

In 2015-16, Student Services selected an administrative lead to volunteer to serve as the area's Program Review Coordinator. The coordinator assists authors of Program Reviews and shares informal feedback from authors about how to improve the Program Review document and process. One outcome of the work of the student services Program Review Coordinator is the development of the Program Review Matrix, which allows student services departments to assess the development of the mission and vision for each student services area and determine if they are aligned and integrated with the institution's mission and vision. The coordinator will work with the Office of Institutional Effectiveness to continue to improve the process and to develop additional forms based on the feedback received.

Student Services also hosts various meetings and trainings throughout the year that focus on the development and assessment of student learning outcomes and the evaluation of goals,

priorities, and the program review process. In August 2015, the Student Services Division hosted an off-campus division wide student services retreat titled, Assessing, Building & Implementing: Enhancing the Student Experience at MVC. Over 60 faculty, staff, administrators (from student services and instruction), and students attend the retreat. The purposes of the retreat were to: 1) examine what we do through a wider lens and a different perspective than how we currently operate; 2) reflect, assess, and redefine our processes by identifying new possibilities and opportunities to enhance student success; 3) gain a better understanding of ourselves, individually and collectively, to improve student success outcomes.

In addition, in August 2016, the Student Services Division held an off-campus retreat for student services managers. All nine student services managers attended; the purposes of the retreat were to: 1) develop the mission and values for Student Services and align them with institutional mission; 2) develop individual and departmental goals to align with the institutional goals; 3) examine what we do through a wider lens and different perspective than how we currently operate; 4) reflect, assess, and redefine processes by identifying new opportunities to enhance student success. The outcomes of these on-going meetings and retreats allows the Student Services Division to assess its planning and program review processes to ensure an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Academic Affairs
In 2014-15, the College consolidated the functions of providing peer review of submitted Annual and Comprehensive (four-year) Program Reviews and evaluating the Program Review process into one committee, the Instructional Program Review Committee (IPRC; see item V.e in the September 22, 2014, Academic Senate minutes). The IPRC adopted a department-representation structure similar to the Academic Senate and associated subcommittees to ensure diverse academic representation. In 2015-16, the IPRC focused its fall efforts primarily upon reviewing the Comprehensive Program Reviews and the Program Review processes (see 2015 checklist, review form, resource request form, training manual, and minutes from September 15, 2015) and to assist with the Annual Program Reviews (APRs.) In spring 2016, IPRC reviewed APRs. Currently, during fall semesters, the IPRC reviews and provides feedback for all four-year Program Review, in support of the goal to approve and publish the Program Reviews. Forms (e.g., checklist; feedback) were updated in fall 2016 based on assessment of the 2015-16 feedback process. During spring semesters, the IPRC conducts internal training and evaluation and provides assistance to programs that are beginning to write their Annual and Comprehensive Program Reviews.

Based on focus group feedback and on recommendations from the IPRC during regular meetings in 2015-16, the College improved how data are provided in Program Reviews. The Annual Program Review (APR) forms now include data and discussion questions related to Institutional Effectiveness goals and standards. Data were embedded into instructional APRs in TracDat and will be improved with Action Point – a data visualization package – when it is implemented in spring 2017.

In May 2016, the Academic Affairs administrative team continued offering administrative peer review and feedback sessions for program review drafts. These sessions occurred during regularly scheduled Academic Affairs cabinet meetings.

Similarly, in spring 2016, the Vice President of Business Services and the business managers met to prioritize the Business Services priorities from Annual Program Reviews, and this list was forwarded to president's cabinet for consideration.

Integrated planning, resource allocation, implementation, and re-evaluation
The College has continued using integrated planning processes and allocating resources, as documented in the College's Integrated Resource and Planning Allocation (IRPA) document. IRPA was developed in 2014-15 as a means to collect all resource requests, view requests' ranked priorities by department/program and associated planning council, link requests to Student Learning Outcomes and Service Area Outcomes and other components of Program Review and strategic planning goals and objectives, and match requests to available College funds. In 2015-16, approved funding decisions for (e.g., equipment, hiring additional personnel) continued to be based on priorities identified in IRPA after being prioritized by the appropriate planning councils. All of this is consistent with the College's adopted resource allocation process.

The College continues to evaluate and improve the IRPA document and associated processes as well as the communications associated with it. For example, in the Strategic Planning Council's Resources (Standard III) Subcommittee meeting on October 19, 2016, the Subcommittee discussed the requests and allocation processes, how the College can improve communication about allocation decisions, and the IRPA document itself and how it can be improved. Of particular concern to the committee was the number of pending requests (614) in IRPA, the costs of these requests ($22.7 million,) and the possibility that some of the requests may be duplicated or no longer needed.

Additional examples of integrated planning, resource allocation, implementation, and re-evaluation are described in detail in the Student Success and Support Program (SSSP) plan and Student Equity plan responses in the response to College Recommendation 6 below.

During the College's updating of the Integrated Strategic Plan, several groups noticed that there was much overlap between work performed by the Basic Skills Committee, the Student Equity Committee, and the SSSP workgroups. All three groups had overlapping goals, well-aligned strategies, but different committee composition. As a result, the College has implemented a cooperative and collaborative single-committee structure to integrate the work. The first meeting of the Student Success and Equity Committee was held on October 4, 2016.

The College also continues to evaluate its planning documents. Some College plans, such as the SSSP plan, the Student Equity plan, and the Basic Skills plan require mandatory annual updates to the California Community Colleges Chancellor's Office. Other College plans, such as the Integrated Strategic Plan (ISP) are evaluated systematically. In fall 2016, the Strategic Planning Council began its mid-term review of the 2015-18 Integrated Strategic

Plan. An ISP Task Force was formed during an SPC retreat on August 26, 2016. This task force provided feedback to SPC throughout the fall semester. (See, for example, SPC's October 27, 2016 agenda.)

Conclusion
The College has continued assessing its planning and program review processes. The College also has sustained its integrated planning and resource allocation process and continues to review the processes and documents used in this integration.

College Recommendation 3

In order to meet the Standards, the team recommends that the College regularly assess learning outcomes for all courses and programs and include analysis of learning outcomes results in institutional planning processes (Standard II.A.2.e, II.A.2.f, II.A.2.a, II.A.2.b; II.A.2.e. II.A.2.f.).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

The College continues to follow through on its assessment plans and actions described in the October 2015 Follow-Up report. As of January 6, 2017, the College has increased the number of courses with ongoing Student Learning Outcome assessment to 91%, or 458 of 504 active courses in CurricUNET. Additionally, of the College's 2552 SLO statements in active courses, 2114 (83%) have been assessed as part of an ongoing cycle. The College has also significantly increased the number of courses that have fully assessed all SLOs, as shown in the table below.

Report	2015 Annual report	2015 Follow-Up report	2016 Annual report	2017 Midterm report*
Courses with <u>some</u> SLOs assessed	65%	79%	89%	91%
Courses with <u>all</u> SLOs assessed		43%		77%

*Data for 2017 Midterm report based on assessment results reported on January 6, 2017. Additional assessment reports for courses offered in fall 2016 expected by February 28, 2017.

In the 2015 Follow-Up report, the College reported that most of the classes without assessment were taught exclusively by part-time faculty. One strategy that likely resulted in increased assessment reporting is that in 2015, the Riverside Community College District and the RCCD Faculty Association ratified a new contract that included compensation for part-time faculty for completing assessment reports. (See Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA Article X.J.5, pages 24-25.) Additionally, the hiring of full-time tenure track faculty in the Administration of Justice program and the Fire Technology programs at the Ben Clark Training Center resulted in increased SLO assessments in areas that historically had few assessment reports. The College also began a directed information campaign of emails, phone calls, and in-person visits to increase assessment activities. A final key ingredient is the inclusion of mandatory SLO assessment dialog in the Annual Program Review process and the integration of resource allocation to Program Review requests based on assessment plans and outcomes.

The College continues to anticipate it will reach 100% of recently offered and active courses completing assessment by the end of fall 2016; assessment reports are due February 28, 2017. In order to achieve this outcome, the above successful strategies are continuing.

To improve efforts with Program Learning Outcomes assessment, the College has nearly completed its mapping between the learning outcomes in the Areas of Emphasis associate degrees and courses comprising those degrees (see pages 35-39 of the 2016-17 College Catalog and maps available in TracDat.) Some course assessments still need to be completed or linked to the Area of Emphasis Program Learning Outcomes.

In the October 2015 Follow-Up report, the College committed to completing, as part of its comprehensive (four-year) program review process, maps linking Program Learning Outcomes to courses and associated Student Learning Outcomes to facilitate assessing PLOs. Faculty are to determine if PLO topics are introduced, developed, or mastered. Since then, three programs undergoing comprehensive program review have completed (Math and Music) or nearly completed (Communication Studies) PLO maps for ADTs. The remaining ADTs are still scheduled to complete this mapping as part of their next comprehensive program review.

Student Services continues to regularly assess learning outcomes for all programs as part of the annual program review process. A detailed assessment process for student services is used and reviewed annually. The process includes the development of action plans and an assessment results to improve outcomes. This is part of the continuous cycle of collecting assessment results, evaluating the results, using the evaluations to identify actions that improve on-going outcomes for each student services area.

Conclusion
The College has sustained its previously reported efforts to increase assessment reporting, narrative-writing, and dialog in support of student learning. As a result, all recently offered and active courses should have completed assessment by the end of fall 2016 and report by February 28, 2017. The College has proceeded and made progress with its plans to assess all Program Learning Outcomes.

College Recommendation 4

In order to meet the Standard, the team recommends that course outlines of record for CTE courses be made current and a process be developed to ensure a continuous cycle of review for relevance, appropriateness, and currency (Standard II.A.2.e).

The College has made progress updating CTE course outlines of records since the 2015 Follow-Up report submitted in October 2015. This additional work was the result of a planned restoration to a two-CTE dean structure, which became effective in April 2015. The two CTE deans have been working with and leading the faculty in making current all CTE Course Outlines of Record (CORs).

The two CTE deans have communicated the need to update all CTE course outlines with all College faculty in a variety of forums: department meetings, discipline meetings, shared governance committee meetings (e.g., Academic Senate, Strategic Planning Council, Academic Planning Council, Curriculum Committee), and working individually with discipline experts.

For several disciplines (e.g., Fire Technology, Administration of Justice, Dental Hygiene,) advisory committees played key roles in revising the course outlines. An advisory committee for the Business Information Technology Services programs began meeting in November 2016 and is participating in curriculum review processes. As recommended by the Inland Healthcare Occupations Coalition, the College's Health, Human, and Public Services department is having the Riverside Regional Nexus serve as its advisory committee, and this group will provide guidance and recommendations for future updates to CORs.

The College has developed a process to ensure a continuous two-year cycle of review for all active CTE courses, to validate pre-requisites, ensure relevance, appropriateness, and currency. To accomplish this, all CTE courses are monitored in a [single tracking spreadsheet](). The spreadsheet is updated periodically and shared with the Academic Administrators (e.g., the Vice President of Academic Affairs and the CTE deans) and CTE faculty, frequently in department meetings. As part of this process, the College classified 113 CTE courses that were not offered since Summer 2012 as "inactive" in TracDat and in the tracking spreadsheet and has begun deactivating these courses through the curriculum process. The college previously deactivated 56 CTE courses. When a Course Outline of Record is updated, the spreadsheet is updated to reflect that the next course review has been scheduled two years after the most recent update. This new messaging process and frequent updates to faculty will result in all courses being identified for review well in advance of the two-year cyclical review deadlines.

In the College's October 2015 ACCJC Follow Up Report, the College reported that 193 of the existing 422 active CTE courses had been updated within two years (i.e., since January 2014) through a major course outline modification, through deletions, or through exclusions

from the catalog; five courses were also added to the catalog in that timespan. Additionally, the College reported that 258 CORs had been updated within the previous four years.

Between October 2015 and November 8, 2016, the College made progress on updating CTE CORs and has also added 19 courses to the college catalog and has labeled 113 CTE courses as "inactive" in internal tracking documents if the course has been approved by the college curriculum committee to be removed from the curriculum or if it has not been offered since summer 2012. As shown in Table 1 below, currently, there are 272 active CTE courses, 143 of which have current CORs and an additional 66 of which currently (as of November 8, 2016) have revised CORs in the review process. In addition, because the RCCD colleges share curriculum and CORs between colleges, many of the courses require input from faculty at either Norco College or Riverside City College. Details about COR status disaggregated by department and further by discipline are available in the tracking spreadsheet.

Table 1 – Course Outline of Record (COR) status for Moreno Valley College

Number of active courses with current CORs	Number of active courses with a pending COR update	Number of active courses with overdue CORs	Total number of active courses
143 (53%)	66 (24%)	63 (23%)	272

NOTE: The data in the table above are accurate as of November 8, 2016.

Electronically submitted curriculum updates were suspended by the College from June 9, 2016 through October 3, 2016 as the College transitioned from CurricUNET version 2.0 to CurricUNET META. During this time, no curriculum updates could be submitted. The Curriculum Committee conducted trainings for its members on October 11 and November 22, 2016, to aid faculty with the new system. With the restoration of the online curriculum system, all three CTE departments have restarted course outline updates; significant work is underway during fall 2016 in these areas.

Conclusion
The College has implemented a process to update all Course Outlines of Record for CTE courses on an ongoing basis and is adhering to this progress. Significant work has been accomplished since the October 2015 Follow-Up Report to update all outdated CTE Course Outlines of Record.

College Recommendation 5

In order to meet the standards, the team recommends that the College develop long-term financial plans that take into account enrollment management plans, capital replacement schedules, human resources staffing plans, and existing facilities and technology master plans, and consider these when making short-term financial and programmatic decisions (III.A.2, III.B.2.a, III.C.2, III.D.1.a, III.D.1.c).

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report. The College continues to integrate long-term financial plans, including capital replacement, human resources staffing plans, and technology plans when making short-term and programmatic decisions. Two primary documents show the links between short-term objectives and long-term goals: the 2015-18 Integrated Strategic Plan and the Integrated Resource and Planning Allocation (IRPA) document. Other examples include: Technology Planning, the District Budget Allocation Model and College responses to it, the Center Status application for Ben Clark Training Center (BCTC), and the Facilities Master Plan. Further examples related to the Student Support Services and Programs (SSSP) plan, the Student Equity plan, and links with the Basic Skills plan are described in the response to College Recommendation 6.

Financial Resources and Integrated Resource and Planning Allocation (IRPA)
The College's general fund budget is the product of the incremental budgeting approach used by the District, which is common among California community college districts. The College's allocation of resources from the District is based on the RCCD's Budget Allocation Model (BAM.) However, the allocation of new and the reallocation of existing resources are generally guided by the College's Integrated Resources and Planning Allocation (IRPA) process. Resources for facilities development are allocated in accordance with the College's Comprehensive Master Plan and the Riverside Community College District Capital Improvement Plan. The IRPA process is graphically represented in a flowchart. College leadership makes resource allocation decisions that are largely informed by input and recommendations from program reviews and shared governance processes. Other important considerations include: College strategic goals and objectives, institutional priorities, and resource restrictions based on the type and purpose for the funding (e.g., funding for faculty salary and benefits, grant funding, funding to address Americans with Disability Act facilities issues, and bond funds for facilities development projects.)

Through the IRPA process, the College seeks to align resources with strategic institutional priorities, integrate planning and resource allocation, facilitate data driven decision making, and support our culture of shared governance. The IRPA process has been in place at the College for the past two years. With IRPA, resource requests are input by faculty and staff via an online form using the TracDat software used to author Program Reviews. The resource requests are downloaded on a spreadsheet (Annual Program Review Resource Request Report) by the Manager of Technology Support Services and emailed to the Business

Services department. The resource requests are added to the Integrated Resource and Planning Allocation (IRPA) report. The IRPA report is provided to each College division (i.e., Academic Affairs, Business Services, and Student Services.) The IRPA report is updated by each division to reflect changes in priorities, completed purchases, and staffing. The IRPA report is used in the College's budget development process where resource needs are prioritized based on the Integrated Strategic Plan and institutional objectives.

For example, in 2015-16, funding for part-time and overload faculty expenses was increased by 7% to address the increase in state funded FTES. The amount of increased funding for each college is based on the District's Budget Allocation Model that takes into account student enrollments, full-time faculty staffing level, and college specific instructional efficiency factors. Using the IRPA process, a number of funding requests were approved (see IRPA funded table).

While MVC's IRPA process represents significant progress towards the College's efforts to institutionalize requirements, further improvements and refinements to this process are warranted and continue to be undertaken. IRPA process improvement efforts that have been implemented and/or are being explored include:

- Detailed instructions were provided for the users that included details of the request, funding sources, prioritization information and strategic planning goals.
- Training sessions on the Eform process were provided on July 23, 2015 and December 14, 2015.
- A full-time Financial and Technical Analyst was hired on June 23, 2016, to help update the list with completed purchases and with organizing the data.
- Periodic updates on the IRPA reporting process have been provided to the Strategic Planning Council's Resource Subcommittee.
- More specific decision criteria are being explored to enhance transparency.
- Efforts to improve IRPA request tracking, management and dispensation are in progress.

Staffing plan
The College's Strategic Planning Council adopted a Staffing Plan in November 24, 2015. This document identified a need to "continue to make advancement towards meeting or exceeding the 50% Law and 75/25 ratio targets." Accordingly, during 2015-16, the College used the General Fund to hire 5 new full-time faculty positions and replace 14 existing full-time faculty positions that became vacant during the academic year, many as a result of a districtwide retirement incentive option. In addition, several categorically funded faculty positions were filled in support of SSSP and Student Equity goals.

The decision to hire the above positions followed the Position Prioritization Process adopted and implemented in 2014. The College has continued to follow the same hiring and prioritization processes described in the 2015 Follow-Up report.

Additionally, the College has sustained recommendations from the Staffing Plan by continuing with specific professional development training opportunities focused on

comparative experiences and perceptions of students and employees. For examples, the Diversity Committee hosted its second annual Diversity Summit on November 18, 2016. The assessment of the first summit, using pre- and post-surveys, showed general satisfaction and a desire for continued dialog. This summit, along with related (and sustained) Ally trainings, follow recommendations from the Diversity Committee (see minutes from February 2016.) The Diversity Committee is also preparing an updated campus climate survey and/or student satisfaction survey to reassess the concerns raised in previous surveys and for which the above planned activities were designed to address.

Physical Resources and Facilities planning
The College has sustained its short-term and long-term facilities planning. Several upgrades and improvements have been implemented since the 2015 Follow-Up report. The upgrades below are consistent with the 2014-19 Scheduled Maintenance five-year plan, the updated 2016-2021 Scheduled Maintenance five-year plan, and the College's 2015 Comprehensive Master Plan.

Landscape improvements
The College has embraced its location in a desert region of the Inland Empire. Accordingly, the College has selected a native plant palette to use throughout campus. Non-native plant materials have been and will continue to be replaced by native desert landscape materials. This also helps support the College's goal of being water-wise; the plant replacement has created water consumption savings that meet city and state regulations.

The College has also improved the feel of the campus based on results from consecutive annual facilities satisfaction surveys. In the 2014 College facilities survey, landscaping was the highest identified concern. After the improvements made in 2014-15, landscaping became the lowest concern in the 2015 survey.

Reallocation of spaces
In support of the Comprehensive Master Plan, the SSSP plan, and the Student Equity plan, several offices have been relocated so that they may expand services. The Veteran's Resource center, previously located in an office on the third floor of the library, has been relocated to Parkside Complex 13 and expanded its services in fall 2016. In spring 2017, several other changes will be made including:

- The College will open a Welcome Center that includes services for DREAM students. The center will be located at an accessible location on the College at ground level, in support of the Student Equity plan;
- The EOPS and Guardian Scholars (formerly Foster Youth) programs will be re-located and co-located into Humanities 113 after previously occupying two single and separate small offices, in support of the Student Equity plan;
- Outreach Office employees and student ambassadors will be relocated near the First Year Experience Program Office, in support of Student Equity strategies; and
- A faculty member's office was relocated into the Dean of Instruction office when this faculty member became project director for the Basic Skills Student Outcomes

Transformation grant and when support staff were moved into the Dean of Instruction Office.

Scheduled maintenance and campus equipment upgrades
Several scheduled maintenance and campus equipment projected were completed in 2015-16 and early 2016-17, including:

- Replacement of heating, ventilation, and air conditioning (HVAC) units in several rooms;
- Converting outdoor lighting from conventional to LED energy-efficient lighting, in support of sustainability initiatives in the Comprehensive Master Plan;
- Replacement of old (end-of-life) water backflow devices, creating new redundant water pathways in the campus water flow system in support of the Comprehensive Master Plan;
- Servicing and replacing high voltage electrical transformers and associated equipment in support of the Comprehensive Master Plan;
- Completing the flood prevention project for the first floor of the Humanities building to address previous flooding problems;
- Building and operating a new Network Operations Center, in support of the Comprehensive Master Plan;
- Repairing the College's main entrance stairway's cracked and chipped concrete;
- Installing safety railings in front of the Student Services and Library buildings; and
- Installing new exterior signage on the Student Academic Services building to support College branding and wayfinding on campus.

The College is proceeding with several short-term and long-term facilities projects, including:

- Hired an architectural firm to design the remodel project for the Student Services building, consolidating student services from many campus office areas into one area to better serve students, as identified in the Comprehensive Master Plan;
- Replacing aged automatic sliding doors to increase accessibility and improve compliance with Americans with Disabilities Act requirements;
- Continue replacing HVAC units in campus rooms/buildings;
- Replacing aged fire alarm system in Student Services and Library buildings;
- Replacing intrusion alarms throughout campus and installing cameras;
- Entering the final stages of Braille replacement signage across campus in support of the Student Equity plan; and
- Entering into agreement with an architectural firm for the design of a MVC-specific building at the Ben Clark Training Center in support of the Comprehensive Master Plan.

Center Status for Ben Clark Training Center
Consistent with the College Comprehensive Master Plan, on June 30, 2015, the District submitted on behalf of the College an Updated Letter of Intent for the Ben Clark Training Center to be considered as a comprehensive College Center (Letter of Intent, BCTC, updated June 2015). In support of the goals outlined in the center status application, the College developed a general education offering plan spanning each primary (semester) terms from spring 2015 through spring 2023. The College has also expanded the offerings of Public Safety Education and Training (PSET) programs in fire and advanced officer training in support of the College mission's to offer comprehensive programs leading to post-education employment opportunities.

To help inform the community of the expanded offerings and in support of goals and strategies identified in the Student Equity plan, on May 18, 2016, the College hired an outreach specialist to work at BCTC to market and expand enrollment in BCTC PSET departmental programs.

Technology planning
In support of the College's technology visioning sessions, the College's Technology Plan, and District Strategic Technology Plan, in July 2014, MVC approved the restructuring of the technology groups at MVC in multiple phases. The main goal of the restructuring was to provide better support and services to all end-users at MVC providing administrative, academic, and student service support. The first change, effective July 2014, was to bring the audio/visual support (known then as "Instructional Media Center" or IMC) and the Technology Support Services (TSS) groups under the leadership of one manager, rather than two different managers. In July 2015, Moreno Valley College (and the two other RCCD colleges) decentralized the Microcomputer Support staff from the District to the colleges as shown in the June 16, 2015 Board of Trustees minutes Agenda item IV-F, page 59-66.

The District and colleges work together cooperatively, primarily through the District IT Strategic Council (ITSC), and have sustained centralized support for network operations, phones, Datatel/programmers group, and the business analysts. ITSC includes broad representation from faculty, staff, and administrators and meets monthly with representatives from each college and the District.

The College's Technology Support Services offices continue to implement strategies contained in the College Technology Plan and documents these improvements in the Appendix (starting on page 19) of the Technology Plan.

Examples of using recent short-term resource allocations to address long-term technology needs follow.

College computer replacements/updates
As of summer 2016, six classroom and library-use computer labs and the Assessment Center for the main campus and at BCTC have received computer upgrades with the latest processors, ample memory, and spacious hard drives. Additionally, new instructor-use computers were installed in all classrooms. All faculty office computers that were more than

five years old have been replaced. These replacements were made based on the College Technology Plan's recommendation for a computer refresh cycle every five years.

Classroom and conference room audio/visual upgrades
During the summer 2016, all classrooms and all but two conference/meeting rooms, have new document cameras.

These purchases, like other technology purchases, were made based on feedback from the MVC Technology Surveys (2015; 2016). These surveys have been completed every spring and are revised based on feedback to TSS.

Additionally, eighteen classrooms received audio/visual upgrades which include an updated sound system, larger projection screens, and a push-button panel to control the system. Starting in fall 2016, one third of the College's classrooms have current A/V upgrades. During 2016-17, the second of three cycles of upgrades is planned and the third update cycle, resulting in all classrooms having modern equipment is planned for 2017-18.

Other technology upgrades include: new computer servers for computer labs, two refreshed mobile laptop carts in a classroom and the STEM Center, 60 new iPads for the First Year Experience program and 30 new iPads for the Music program, installing a new video conferencing system in a conference room and adding videoconference capabilities to a Library room.

Conclusion
The College continues to use long-term financial plans when making short-term financial and programmatic decisions as part of its integrated planning and resource allocation processes.

College Recommendation 6

In order to increase effectiveness, the team recommends that the College analyze available data for all programs and integrate this analysis into their program review and systematic planning cycle to ensure that all students receive equitable services (Standards II.B.1, II.B.3)

This recommendation was addressed satisfactorily in the October 2015 Follow-Up Report.

Moreno Valley College has sustained its efforts to analyze available data for all programs, has continued to integrate the analysis into program review, and has ensured that students receive equitable services. Much of this ongoing work relates to the strategies and goals identified in the Student Success and Support Programs (SSSP) plan and the Student Equity Plan.

Student Success and Support Programs Plan and Implementation
When the College leadership developed the Student Equity Plan and the Student Success and Support Programs Plan (SSSP plan) in 2014-15, a variety of broadly participative groups were formed to review available data and develop strategies to address the improvement opportunities discovered. For the SSSP plan, several workgroups were formed (see minutes from June 24, 2015 SSSP meeting) around the contents of the SSSP plan: budget, orientation, counseling, data, follow-up at risk, and assessment. At the end of spring 2015, workgroups presented accomplishments and recommendations to be used in the next SSSP plan.

Based on the orientation workgroups' recommendations for the SSSP plan, the College began offering a Transition to Success (T2S) program in summer 2015 for first-time college students entering in fall 2015. Integral to this program was an in-person college orientation; previously college orientations for the general student population were only offered online. Additionally, in support of the College's strategic plan to provide all students with a comprehensive student education plan (SEP) prior to their third semester, the program included group-led educational planning workshops. In 2013-14, there were 2,177 completed SEPs. The College simultaneously began an information campaign in 2015 by sending emails, voicemails, and hard-copy letters to students needing to complete their comprehensive education plans, as recommended by the data workgroup. The number of students who completed T2S orientations resulted in 419 students completing abbreviated SEPs, orientation, and registering for classes. Additionally, 119 students completed assessments for math, English, and reading. As a result of the number of orientations and assessments, students' experiences with the peer mentoring, and the number of students who subsequently completed comprehensive SEPs, the College repeated the T2S program in summer 2016. Both iterations of T2S served approximately the same number of students and achieved similar outcomes (e.g., 391 abbreviated SEPs in 2016). Based on feedback from the summer 2015 T2S program, the summer 2016 T2S program added a concluding activity that resulted in students scheduling appointments with counselors to develop their comprehensive SEPs during the fall 2016 semester.

On December 2, 2016, Moreno Valley College collaborated with the five continuation high schools in its two feeder districts to offer additional Transition to Success programs. For our local continuation school, high school graduation takes place at the end of the fall semester, rather than at the end of the spring semester. Consequently, a different outreach and matriculation strategy was pursued. During three visits to the high schools, MVC Outreach and Assessment staff offered an application workshop, an orientation and pre-assessment workshop, and an assessment. Afterwards, the high schools brought the students to MVC, where they experienced an extended orientation presentation, worked closely with counselors to complete student educational planning, attended workshops on completing comprehensive student educational planning, degree and certificate completion, transfer, and career exploration, and became more familiar with the College. They also had opportunities to attend presentations from Financial Aid and the College's instructional programs to assist students in choosing a major. All students were invited back to campus in January 2017 where they were paired with peer leaders and a Counselor to assist them in choosing classes and navigating the course registration system.

A related SSSP strategy was to offer information sessions for new students and their families. Thus, the College hosted a Student Welcome Day on August 27, 2016, the Saturday prior to the fall 2016 semester. A similar day was hosted at the Ben Clark Training Center for September 27, 2016. In 2015, the New Student Welcome Day event was held on a Friday and was only for new students and their families. The changes were made based on comparisons with other colleges' practices and also to better accommodate our students' and families' work schedules.

As recommended by the Orientation workgroup of the SSSP and documented in the 2014-15 SSSP plan, several improvements are planned for the College online orientation process. The new online orientation will be more engaging and more interactive and will include assessments to gauge student learning and understanding. For example, the orientation workgroup has rewritten a new orientation with voice overlay. The College also purchased the COMEVO application using SSSP funds to support this goal, and is currently working to merge the new orientation materials with the improved visual aids available through COMEVO.

As recommended by the Counseling workgroup of the SSSP and documented in the 2014-15 SSSP plan, several recommendations from 2014-15 were completed in 2015-16 including: hiring two additional full-time counselors, hiring a full-time Career Transfer Counselor-Coordinator, purchasing "Prep-talk" software to reduce no-show rates for online counseling appointments, hiring a part-time counselor for students attending at the Ben Clark Training Center, and initial implementation of online student educational planning tools.

In fall 2016, in response to recommendations from the follow-up at risk SSSP workgroup, the College began offering stand-alone counselor-led financial aid workshops to inform more students about opportunities for financial assistance. The first workshops were October 13, October 27, and November 17, 2016. These workshop presentations coincided with College deadlines to calculate satisfactory academic progress, and one goal of the workshops is to

prevent students from losing financial aid. These workshops were financially supported by through SSSP funding.

Overall, the College continues to use data analysis to generate and implement strategies and goals in the SSSP plan.

<u>Student Equity Plan and Implementation</u>
The College's Student Equity Plan and its goals were developed based upon data analysis, including indices of disproportionate impact. Careful and thorough analysis of the student groups that were disproportionately impacted in a variety of metrics led the College to propose several specific strategies described below. Because the Student Equity plan involves a plethora of strategies, including many not documented below, in late 2016, the College hired a Dean of Grants and Equity Initiatives to provide guidance and coordination for these efforts. With the addition of this new position, Student Services will complete a management reorganization.

First Year Experience
One research-based strategy was to develop and implement a First Year Experience (FYE) program to reduce equity gaps in ESL, Basic Skills Completion, and Transfer. The College committed to implementing an FYE program in fall 2016 and therefore hired an FYE director in July 2016.

Based on students' initial placement results in math and English, the College's FYE development team implemented a free two-week Summer Bridge program for recent high school graduates in June 2016 as the first FYE activity. The Summer Bridge program, free to students, included daily workshops to help students advance in English and Math. To help students transition into college experiences, to build a sense of community, to strengthen student connections, and to increase social integration, the College included a counseling/guidance component in the Summer Bridge.

As proposed in the College's Integrated Strategic Plan, the College also began using the Multiple Measures Assessment Project (MMAP) criteria to initially place the FYE Summer Bridge students into math, English, and reading courses. This served as a prelude for using MMAP for all new students starting in spring 2017. As a result of both MMAP and the FYE Summer Bridge workshops, nearly all of the 81 FYE students were able to begin the fall 2016 semester in higher English and math courses than they would have if they had enrolled one year prior. A comprehensive [assessment and review](#) of the FYE Summer Bridge program was conducted and data will be used to improve the program for summer 2017.

In fall 2016, 77 students continued in the FYE program. These students are required to be enrolled full-time taking at least 12 units and to enroll in English, math, and Guidance 48 *College Success Strategies* sections. Students are also required to attend success workshops and university tours. Students are encouraged to participate in activities associated with the College's *One Book One College* program with the goal of improving literacy, engagement with books, and social advocacy and similar social justice motifs. FYE students also receive periodic contact from peer mentors throughout the semester. In spring 2017, FYE students

will continue English and math sequences, consistent with the goals outlined in the Student Equity plan whereby students complete English and math in the first year. Based on strategies identified in the Student Equity plan, in summer 2017, the College is exploring adding to the Summer Bridge Program a *Career Exploration and Life Planning* (Guidance 47) course subsequent to a dual-enrollment *Introduction to College* courses taught at local high schools.

UMOJA program
Another critical recommendation in the Student Equity plan was to increase the enrollment in and support of the College's UMOJA program, which has a proven history of higher course completion rates for African-American students. In order to grow the program, a full-time dedicated counselor was hired in 2014-15. As a result of the counselor's recruitment efforts, the program student enrollment has increased approximately 150% (from 157 to 393 students) between 2013-14 and 2015-16; enrollment in 2016-17 is similar to 2015-16. To increase students' connection with the College, the UMOJA program has added several required activities including: 25-50 hours of community service, mandatory workshop attendance, and multiple mandatory counselor meetings each semester. The program also offers multiple mentor opportunities and networking components. As a result, the number of program graduates increased.

Improving services to veteran students
Several categories (e.g., access, ESL/Basic Skills Completion, Transfer) in the Student Equity plan show disproportionate impact on veterans. Accordingly, the College committed to improving service to veterans. One key component of the plan was relocating the office that provides service to Veterans to a larger and more visible location. In fall 2016, the College opened the Veteran's Resource Center in a dedicated-use facility in Parkside Complex 13. In early 2016, the College also began hosting orientations specifically for veterans. In summer 2016, the College piloted a set of joint and collaborative counseling sessions with the Disability Support Services (DSS) office targeted to veterans also enrolled in the DSS program.

Enhancing services to students struggling with emotional trauma
In fall of 2015, based on increased student usage of existing services and in support of goals and major developments identified in program review, the Student Health and Psychological Services program at the College expanded its support of mental wellness resources for students. The program established ongoing Seeking Success six weekly workshops. The workshops promote emotional wellness and are designed to assist students who have experienced a distressing event. The workshops are led by trained, certified individuals who helped students learn new healthy coping skills, strategies improving self-esteem, and decreasing anxiety. The College continues to offer one-on-one therapeutic counseling sessions as more students access the service. The College also has a Behavioral Intervention Resource Team (BIRT) that meets monthly to address behavioral issues students face before they become problematic.

Improving services to Foster Youth

Foster Youth students, also called Guardian Scholars, encounter disproportionate impact in three categories: overall course completion, transfer course completion, and ESL/Basic Skills completion. To improve services to Guardian Scholars and increase the likelihood of their course completion, the College has developed a "One Stop" center. Previously, Foster Youth services were provided by a person in a single office located in the Computer Lab and STEM Center. By early 2017, the One Stop was co-located with the Extended Opportunity Programs and Services (EOPS) program into a larger and more visible location in the Humanities building. Combining these programs into one facility allows for Guardian Scholars to receive wraparound support from the EOPS program. This co-location of these two services mirrors efforts underway throughout the state. In fall 2015, the College also hired a full-time employee dedicated to support Guardian Scholars who has begun hosting orientations specifically for Guardian Scholars. The College also received a grant that provides financial assistance directly to Guardian Scholars in support of their education.

Supporting African American and other men of color

Based on disproportionate impact data that show that African American men are impacted in several equity categories, the College hosted a conference in spring 2016 dedicated to improving student success. Approximately 100 students attended. Based on pre- and post-conference assessments that measured learning outcomes and solicited feedback, the College chose to continue offering such all-day workshops. On October 21, 2016, the College hosted a second conference, open to all students but with targeted recruiting towards groups identified in the Student Equity Plan, which included topics such as "how to stay focused," "avoiding distractions," "developing a positive mindset," and "taking responsibility for your success."

Improving services to students with disabilities

Analysis of the data in the Student Equity plan showed that students with disabilities were disproportionately impacted in several categories. Accordingly, the College has implemented or begun implementing several strategies to address these challenges. For example, the College is in the process of building a bridge program for high school students with disabilities who transition to Moreno Valley College. One component of this bridge program is enrolling in a *College Success Strategies* course, which was offered for the first time in fall 2016 and is being offered again in spring 2017.

The College has also increased collaboration with local high schools. The Disability Support Services (DSS) program expanded outreach to local high schools, including visiting and making presentations to students and classes that support high school students with disabilities. Starting in spring 2017, the College will begin offering workshops for parents of students with disabilities. The College also formed an advisory group with local high schools, which began meeting once each semester starting in fall 2016.

The College has continued to offer academic success workshops that began in 2015-16. Students with disabilities are also encouraged by the DSS program employees to attend academic workshops not offered specifically by DSS. Other College programs also have

been working with DSS to improve service to students. For example, employees from the newly formed Academic Support program and the faculty coordinator of the Writing and Reading Center both reached out to the DSS program to explore opportunities to provide additional academic support for students with disabilities.

Early Alert
The College included enhancing Early Alert as one strategy to address course completion rates, particularly for Basic Skills and ESL courses. In the past several years, the College has continued to sustain its strong Early Alert faculty response rate of 55-60%. Student follow-up has also improved; of the approximately 2000-2500 referrals each term, half of the approximately 500 referred students meet with counselors; one-third of the 900-1300 students referred to meet with instructors pass their course; and 10-20% of students who were referred to tutoring met with tutors. The College is exploring ways to increase each of these outcomes. Starting in fall 2016, students who received Early Alerts will be sent a survey to help the College improve the Early Alert process.

BCTC and CTE program access and marketing
The Student Equity plan identified several groups at the Ben Clark Training Center (BCTC) that had disproportionately less access to BCTC's programs: veterans, students with disabilities, women, African-Americans, Asians, and low income students. On May 18, 2016, the College hired an outreach specialist to work at BCTC to market and expand enrollment in BCTC Public Safety Education and Training (PSET) departmental programs. The impact of the new outreach efforts will be assessed in the Annual Program Review process.

The Student Equity plan also identified several groups for other CTE programs, on the main campus, that had disproportionately less access to programs. Most of these disproportionately impacted groups are identical to groups that have long been recognized in the College's CTE Perkins plans as being disproportionately impacted, such as displaced homemakers, Foster Youth, male students in traditionally female programs, and female students in traditionally male programs. Informal conversations with community members who are working in related fields informed the Dean of Instruction, CTE, that there is low awareness of the existence of the College and its CTE programs among some key stakeholders. Thus, the College's 2015-16 Perkins plan funded recruitment efforts to improve access for these students. An independent contractor was hired in spring 2016 to raise community awareness of the College and the CTE programs and targeted groups to address the access gaps.

Additional College resources have supported the development of new programs needed by the community served by Moreno Valley College. As reported in the 2015 Follow-Up report, the College received a $10,000 Healthcare Workforce Initiative mini-grant to create a Healthcare Information Technician program. The College also reported that it has received a California Career Pathways Trust grant to write this program's curriculum. In fall 2016, the College also received an Hispanic Serving Institution Title III federally funded STEM grant, a portion of which will be used to create the associate degree and to purchase the equipment needed for this new program. The College has also previously received multiple grants and is using some of its funding from the CTE Strong Workforce Initiative to support the

development of a cybersecurity program, including the hiring of a categorically-funded full-time faculty member to teach, assess, and improve the program.

Other data-informed College improvements

Student Services at the Ben Clark Training Center
The College has assessed the services it offers at the Ben Clark Training Center (BCTC) and expanded them to meet current needs. The College had employed only two full-time student service technicians for years to support enrollment services. The College now has expanded staff support, including hiring a dedicated part-time counselor at BCTC who primarily handles enrollment for Public Safety Education and Training (PSET) courses and provides counseling support for PSET programs. In fall 2016, the College began exploring converting this counseling position to full-time. In addition, the College hired a full-time enrollment services assistant and a part-time enrollment services assistant specializing in assessment to support student services at BCTC.

Other student services (e.g., Veterans programs, financial aid, Health Services) are made available at BCTC when requested or as needed. Increasing program enrollment is one component of the College's 2015 Comprehensive Master Plan and is integral for achieving Center status for BCTC; as enrollment continues to grow, student support services will be assessed through the College's ongoing Program Review process.

Library
The College's library continues to collect and analyze data regularly to improve service to students. Services are primarily assessed through the use of a satisfaction survey. Surveys were conducted in 2010, 2011, 2013, 2014, and 2016; each survey sampled students, faculty, staff, and the community. Results are posted on a college library survey website. Additional library usage statistics are also published. These data have been used to inform Annual and Administrative Program Reviews and were included in the College's planning process. Outcomes of the data-informed planning processes include recently increased ongoing and one-time funding for library materials, increased library hours to support students, the hiring of an additional library staff member, and new student-use computers that were purchased as part of the five-year campus refresh cycle and to expand computer access for students.

Evening support
Based on the College's self-assessment of how well its services match the student population's needs, MVC began offering evening weekday Student Services support in Admissions and Records, Counseling, Financial Aid, Disability Support Services, and Assessment starting in summer 2015. Student Health and Psychological Services extended its services for mental health counseling sessions to two evenings a week, as needed. The College also extended its library evening hours and opened earlier each weekday based on student surveys. The College also recently began offering administrative support at night Monday through Thursday.

Other data-informed plans
After submitting 2015 Follow-Up report, two new data-informed plans, the Human Resources Staffing Plan and Five-Year Scheduled Maintenance Plan were approved by SPC in November 2015.

Conclusion
The College continues to analyze collected data in Program Review and other College planning documents. The data and their analysis have been and continue to be used to inform integrated planning allocations that result in equitably provided student services.

Data Trend Analysis

Moreno Valley College continues to improve its approach to strengthen data-driven dialogue and decision-making processes. As a direct mechanism, the Office of Institutional Effectiveness (OIE) provides longitudinal data and key trend analyses to the College community. The OIE shares with the College community several trend data sets, including degree/certificate completion, success rates, enrollment growth by race/ethnicity and key variables, student aspirations and educational goals, included below. While some of these data presentations are provided in meeting or conference settings, one-on-one data reports, from faculty and staff, are also provided upon request. Individual meetings are also led by the Dean of Institutional Effectiveness, to ensure understanding of data trends. Working with the OIE helps ensure that decision-making protocols are based on data used and interpreted consistently across the College.

Annual Reports

Moreno Valley College has submitted annual reports and annual fiscal reports in a timely manner to the ACCJC. Table A provides individual data reported in annual reports over the last three years (2014-2016). The variables selected for this table are the responses to selected questions related to: (a) General Information, (b) Student Achievement Data, and (c) Student Learning Outcomes and Assessment. Longitudinal analyses and narrative follow below.

Table 2 - Moreno Valley College Longitudinal Data Analyses (Annual Reports 2014-2016)

	2014 Report	2015 Report	2016 Report
General Information			
Total unduplicated headcount enrollment	8,480 (Fall 2013) 9,040 (Fall 2012) 9,994 (Fall 2011)	8,845 (Fall 2014) 8,480 (Fall 2013) 9,040 (Fall 2012)	8,911 (Fall 2015) 8,845 (Fall 2014) 8,480 (Fall 2013)
Total unduplicated headcount enrollment in degree applicable credit courses	7,938 (Fall 2013)	8,269 (Fall 2014)	8,327 (Fall 2015)
Distance Ed (DE) courses	38 (Fall 2013) 35 (Fall 2012) 32 (Fall 2011)	39 (Fall 2014) 38 (Fall 2013) 35 (Fall 2012)	41 (Fall 2015) 40 (Fall 2014) 38 (Fall 2013)
Student Achievement Data			
Successful student course completion rate for the Fall semester	69.5% (Fall 2013)	68.4% (Fall 2014)	67.8% (Fall 2015)
Number of students who received a certificate or degree during the academic year	568 (2012-13)	547 (2013-14)	598 (2014-15)
Number of students who received a degree during the academic year	389 (2012-13)	381 (2013-14)	385 (2014-15)
Number of students who received a certificate during the academic year	264 (2012-13)	234 (2013-14)	281 (2014-15)

	2014 Report	2015 Report	2016 Report
Number of students who transferred to four-year colleges/universities	328	354	625
Number of CTE certificates and degrees	53	64	35
Student Learning Outcomes and Assessment			
Total number of college courses	554	515	475
Number of college courses with ongoing assessment of learning outcomes (percentage of total)	377 (68.1%)	335 (65.0%)	422 (88.8%)
Number of student and learning support activities with ongoing assessment (percentage of total)	28 (100%)	14 (63.6%)	21 (91.3%)
Number of GE courses	145	150	201
Percentage of GE courses with ongoing assessment	79.0%	72.0%	78.1%
Do your Institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	Yes	Yes

General Information: The analyses over the last three years provide data to assess particular trends to inform College practices. These data show the Moreno Valley College headcount remains stable at 9,000 students. Distance Education has also remained consistent over the last three years, offering an average of 40 courses and is expected to grow in the years to come.

Student Achievement Data: Student course completion rate for the fall terms remain consistent over the last three years, averaging 70%. MVC increased by 10% the number of students who received a certificate or degree in 2015-2016 and by 20% the number of students who received a certificate. While the college increased certificate and degree completion, CTE certificates and degrees decreased as some program reductions occurred, such as in the Physician Assistant program. The transfer volume for MVC continues to increase each year. For example, between the most recent years (2015 Report and 2016 Report), the number of students who transferred to four-year colleges/universities increased by 77% ($\triangle$n=271). As MVC considers that 70% of entering students aspire to transfer to a four-year college/university, the College expects to sustain its positive growth in transfer volume.

Student Learning Outcomes and Assessment: The total number of courses offered over the last four years have been consistent. The small variance between the years resulted from program modifications. The number of courses with ongoing assessment of learning outcomes experienced significant gains, as described in detail above in College Recommendation 3. Likewise, the number of student and learning support activities with ongoing assessment doubled from 14 to 21 in the academic year of 2015-2016. Additionally, the number of General Education courses increased by 51 courses in the last year, and

continuing the ongoing increase over the last few years. Similarly, the College continues its assessment of all institutional outcomes.

Category	Reporting year		
	2014	2015	2016
General Fund Performance			
Revenues	$173,624,650	$187,612,346	$231,385,925
Expenditures	$171,718,114	$184,045,827	$214,777,450
Expenditures for Salaries and Benefits	$140,833,151	$149,031,896	$168,553,852
Surplus/Deficit	$1,906,536	$3,566,519	$16,608,475
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	1.10%	1.90%	7.18%
Reserve (Primary Reserve Ratio)	$ 22,322,370	$ 25,888,891	$ 42,500,368

Analysis of the data: Apportionment revenues have increased significantly during the past several years primarily due to increased FTES funding. In addition, the District received a large influx of ongoing revenues in the form of Full-Time Faculty Hiring and a Base Increase. In fiscal 2016, the District received $15 million of State Mandated Block Grant funding that was set-aside for use in future years, thus increasing the ending reserve. The unrestricted general fund reserve is an increasing percentage of the total reserve balance in fiscal 2016, primarily due to the aforementioned State Mandated Block Grant, but also due to expenditures in excess of $5 million on the new Henry S. Coil Sr. and Edna Coil School for the Arts Building.

Other Post Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	$24,161,707	$24,161,707	$25,347,991
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	0%	1.42%
Annual Required Contribution (ARC)	$3,041,672	$3,041,672	$3,147,095
Amount of Contribution to ARC	$1,159,902	$1,203,398	$1,856,990

Analysis of the data: An updated GASB 45 Actuarial Valuation Report was obtained in September 2015. The District adopted an OPEB funding plan in fiscal 2016, utilizing an irrevocable trust held with CalPERS California Employer's Retirement Benefit Trust (CERBT). Minimum annual contributions of $250,000 to the irrevocable trust began in mid-fiscal 2016.

Enrollment			
Actual Full Time Equivalent Enrollment (FTES)	26,400	27,660	28,682

Analysis of the data: Total FTES has steadily increased in reaction to community demand and increased State funding levels.

Financial Aid			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	15.7%	15.2%	8.1%

Analysis of the data: The current official Cohort Default Rate for the most recent cohort default year 2013 is 9.8%, decreasing from 14.1% reported during the 2 previous cohort default years. Moreno Valley College has instituted loan default management processes through various channels to help lower this default rate over the past few years. During attendance, students complete loan counseling upon requesting a loan, and upon exit from the institution. After leaving the institution, MVC conducts loan delinquency management communications to students through 3rd party services provided by NorthStar Default Management Resources as well as through internal office procedures done by MVC financial aid staff. Students delinquent on student loan payments receive communication in paper, electronic and via phone from both parties to assist in finding a suitable repayment option and avoid default. These activities have allowed our college to lower our rate below the national average of 11.3%. Continued activities will allow MVC to remain well below the cap of 30%, as projected for the new 2 cohort default years.

Institutional Effectiveness, Framework of Indicators (IEPI) Goals and Status

Background on Moreno Valley College Institution-Set Standards
The United States Department of Education Code of Federal Regulations, Title 34 (USDE CFR 34), subpart B, Chapter VI, part 602.16-602.21 pertains to accrediting agencies' required standards for postsecondary education. With respect to student achievement, accrediting agencies must demonstrate that accredited colleges have standards addressing success in relation to the institution's mission; including consideration of course completion, state licensing examinations, and job placement rates. In addition, the California Community College Chancellor's Office framework of indicators required standards for successful course completion to be implemented by June 2015.

In alignment with USDE CFR 34, Moreno Valley College developed recommendations for potential standards and goals based on a set of key indicators. The institution-set standards are benchmarks in areas of student achievement that the college hopes not to fall below. Institution-set goals are benchmarks to which the college will aspire in key areas of student achievement. Although the establishment of goals is not externally mandated, it is consistent with a pattern of continuous quality improvement at the College and demonstrates the College's intent to improve in areas of student achievement. The College standards and goals were developed in two phases: phase 1, begun in October 2013, included developing institution-set standards for key areas of student achievement. Phase 2 included developing standards for licensure pass rates and job placement rates for certain CTE programs, developing a standard for ESL (successful course completion), and creating goals for all the standards developed. The standards and goals developed for phase 2 were approved by MVC governing bodies in spring 2014. The Key Indicators for MVC are:

- Successful Course Completion Rates for transfer, credit-degree applicable, career and technical education (CTE), remedial education, and English as a Second Language and overall successful course completion
- Fall-to-Fall persistence and Fall-to-Spring persistence
- Number of A.A./A.S. degrees awarded
- Number of Certificates awarded
- Certification exams/licensure pass rates for CTE programs in: Dental Assistant, Dental Hygiene, EMT/Paramedic, and Physician Assistant
- Job placement rates for CTE programs listed above

Monitoring Progress & Trend Analyses on Institution-Set Standards
In the Accrediting Commission for Community and Junior Colleges standards, adopted in 2014, Standard I.B.4 requires colleges not only establish standards, but to continue ongoing assessment of these to fully understand how well the college is complying to these standards, and that to ensure said information is publically available. To comply with these standards, information on MVC's performance indicators are presented for the most recent three years (2013-2014, 2014-2015- and 2015-2016) to provide a longitudinal trend data analyses.

Table 3 - Moreno Valley College, IEPI Successful Course Completion 2013-2016

Successful Course Completion	Institution-Set Standard	Institution-Set Goal	OUTCOMES	2013-2014	2014-2015	2015-2016
Overall	73.3%	75.3% (+2.0%)		71.9%	70.5%	71.1%
Transfer courses	71.2%	73.2% (+2.0%)		72.6%	71.6%	71.8%
Credit - Degree applicable courses	74.3%	76.3% (+2.0%)		73.0%	71.7%	72.1%
Career/Technical Education courses	83.8%	85.8% (+2.0%)		78.3%	78.5%	80.0%
Remedial Education courses	63.9%	65.9% (+2.0%)		64.1%	61.5%	63.2%
ESL	69.2%	71.2% (+2.0)		74.8%	70.8%	76.9%

Source: MIS referential files	**Met Standard but not Goal**	**Meet both Standard and Goal**

When assessing course completion rates by the Institution-Set Standards and Goals, we note MVC meets its Standards with Transfer course completion rates. The established Standard is 71.2% and Goal is 73.2%. For the last three academic years, MVC students are completing and the College is meeting the Institutional-Set Standards. English as a Second Language (ESL) students are also experiencing successful course completion, by meeting both Institution-Set Standards and Goal. Remedial education and other indicators (Overall, Credit-Degree, and CTE) have not met Standard and Goal outcomes.

Table 4 - Moreno Valley College Persistence Rates

Fall to Spring Persistence Rates	Beginning Term	N	Ending Term	N	Persistence Rate	(60.3%) Standard	(63.3%) Goal
Fall 2013 and Spring 2014	Fall 2013	6,968	Spring 2014	4,472	64.2%	*Exceeds*	*Exceeds*
Fall 2014 and Spring 2015	Fall 2014	7,445	Spring 2015	4,733	63.6%	*Exceeds*	*Exceeds*
Fall 2015 to Spring 2016	Fall 2015	7,521	Spring 2016	4,683	62.3%	*Exceeds*	*Not Met*
Fall to Fall Persistence Rates	**Beginning Term**	**N**	**Ending Term**	**N**	**Persistence Rate**	**(41.8%) Standard**	**(46.8%) Goal**
Fall 2012 and Fall 2013	Fall 2012	6,604	Fall 2013	2,955	44.7%	*Exceeds*	*Not Met*
Fall 2013 and Fall 2014	Fall 2013	6,968	Fall 2014	3,263	46.8%	*Exceeds*	*Exceeds*
Fall 2014 and Fall 2015	Fall 2014	7,445	Fall 2015	3,393	45.6%	*Exceeds*	*Not Met*

Note: Fall 2016 is unavailable through MIS, so we currently cannot develop Fall 2015 to Fall 2016 persistence numbers.
Note: BCTC courses (needed for CTE awards) and GE courses offered at BCTC are not included in the numbers for this table.
BCTC= Ben Clark Training Center

For the three year analyses, Table 4 presents persistence data between 2013 through 2016. MVC exceeds both the Institution-Set Standard and Goal in the Fall-to-Spring and Fall-to-Fall persistence rates. The only exceptions are related to the Fall 2015 persistence rates. Nonetheless, consistent persistence rates in meeting the standards indicate reflect the institutional effort to support student persistence towards completion. However, while we celebrate these data, we also note MVC loses 40% of its students from Fall to Spring, and more than half of students between Fall to Fall. Thus, while these data prove helpful to understand incremental progress, the College continues dialogue to engage and retain equitable amount of students through these term transitions.

Table 5 - Moreno Valley College - Awards by Academic Year

	2013-2014	2014-2015	2015-2016	Standard	Goal
Number of students who received a degree in the academic year:	381	385	432	485	582
Number of students who received a certificate in the academic year:	234	281	246	526	552
Number of students (unduplicated) who received a certificate or degree in the academic year:	547	598	628	Standard and Goal not established for this metric	

Source: MIS Referential files
Note: Criteria recommended by ACCJC were used to developed these numbers
Note: All the numbers provided are unduplicated.

Moreno Valley College continues to increase the number of student who receive an award, whether a degree or certificate in their field of study. Table 5 notes the total number of awards, by categories, for the last three academic years. The number of unduplicated students who received a certificate or degree increased every year, reaching 628 in 2015-2016.

Likewise, the college increased the number of unduplicated students who received a degree, by 51 students between 2013-2014 and 2015-2016. While there was a temporary 20% increase in students earning a certificate in 2014-15, between 2013-2014 and 2015-16 there was a small increase of 12 students earning certificates.

The College began a process during the Strategic Planning Council retreat on January 27, 2017, to determine steps that should be taken when standards are not met, including possibly revising the standards.

Table 6 - MVC Transfer Volume 2013-2016

Number of students that transferred to a 4-year institution from MVC by academic year	**Standard**	**Goal**	**2013-2014**	**2014-2015**	**2015-2016**
Note: These outputs are based on the transfer volume criteria: **A**. Students must have completed at least 12 units in the district (RCCD) **B**. A student is assigned to a respective college (and receives credit for a student) based on where a student completed the greatest number of units.	488	527 (+8.0%)	354	625	626

Met Both Standard & Goal

Table 6 highlight the Transfer Volume over the last three years. Over the last two years, MVC meets both its Institution-Set Standard and Institution-Set Goal, exceeding both by over 100 transfer students. While MVC is working to provide cohort analyses of transfer rates, versus volume, these data indicate an increasing number of students are meeting their educational aspiration to transfer onto a four-year institution.

Status of Actionable Improvement Plans

In the College's 2014 Self Evaluation Report, fifteen Actionable Improvement Plans (AIPs) were self-identified by the College. Each AIP is listed in the table below with the page number from the 2014 Self Evaluation Report where the AIP was identified, the 2002 ACCJC Accreditation standard affiliated with the AIP, with the College's current self-evaluation of the AIP, the current status, the party tasked with this Plan in the College governance and planning process, and supporting evidence related to the current status.

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
1	The Institutional Mission and Effectiveness Committee will establish a plan for the regular review of the mission statement and will bring the plan to the Strategic Planning Council, the Academic Senate, and the President's Cabinet for approval. (pages 86-88)	Complete	Standard I	See Standard I minutes from Dec 5, 2013: mission to be reviewed every five years. Last update: December 2013
2	The college will establish a planning document reflecting timelines, progress, assignments and evaluations (pages 97-98)	Complete College revised its Integrated Strategic Plan (ISP) SPC annually evaluates progress towards ISP goals and objectives	Strategic Planning Council (SPC)	Integrated Strategic Plan 2015-18 Minutes from SPC fall 2016 retreat, Assessment developed by SPC ISP Task Force
3	The College will put into place regular evaluations of governance structures, program review processes, and planning documents that have been incorporated into SPC subcommittee bylaws. (pages 98- 104)	Complete Standard IV evaluates governance structures, several groups evaluate program review	Governance structures: Standard IV Program Review: Standard I; Academic Senate; Instructional Program Review	Governance handbook; (see page 8 regarding developing committee evaluation form) IPRC forms reviewed by Senate in May 2016

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
		processes, Standard I evaluates planning.	Committee; Student Services Council	
4	In the revised program review process, there will be feedback mechanisms so that units will understand which requests have been granted, which have not, and why. Part of this process will involve alternative plans and will serve as documentation that a request has been made but not granted if funds are not available. This documentation will be helpful in the next round of prioritization for requests made in program review. (page 104-106)	Ongoing.	Instructional Program Review Committee; Student Services Council; Standard III Resources committee	College Budget forum June 2 2015; See also "Financial Resources" section in response to College Recommendation 5 in the 2017 Midterm Report
5	A process for systematic evaluation of program review and planning will be devised using more direct assessment methods, when possible. (pages 107- 108)	Complete See response to College Recommendation 2 in the 2017 Midterm Report	Standard I; Academic Senate; Instructional Program Review Committee; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report
6	The Institutional Mission and Effectiveness subcommittee of the Strategic Planning Council and the Moreno Valley Assessment Committee along with the Governance Subcommittee will lead the development and implementation of processes which include accountability and timelines to regularly review and measure the effectiveness of program review and planning and develop action plans based on outcomes of evaluations. (pages 108-110)	Complete See response to College Recommendation 2 in the 2017 Midterm Report	Standard I; Standard IV; Academic Senate; Associated Students of MVC; Instructional Program Review Committee; Assessment Committee; Classified School Employees Association; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report; Standard I and Standard IV subcommittees agreed Standard I would review these processes

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
7	The planning structure for implementing program reviews will be finalized and put into place. (pages 125- 127)	Complete See response to College Recommendation 2 in the 2017 Midterm Report	Standard I; Academic Senate; Instructional Program Review Committee; Student Services Council	See response to College Recommendation 2 in the 2017 Midterm Report
8	Curriculum Committee will review contract and community education courses. (Pages 127- 130)	College is not offering contract or community education courses. A process is in place for the curriculum committee to review, if courses were offered.	Academic Senate; Curriculum; Faculty Association	
9	Develop a means for the periodic evaluation of GE (General Education) and AOE (Area of Emphasis) programs and a process for revising AOE degrees when necessary. (Pages 130-132)	Ongoing	Curriculum Committee; Instructional Program Review Committee; Assessment Committee	Special projects were assigned to map AOE PLOs to course SLOs in fall 2015. Maps between GE/Program Learning Outcomes are available in TracDat and are reviewed in Comprehensive Instructional Program Reviews

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
10	While the catalog does meet this standard, as an Hispanic serving institution, the College will be moving towards translating more of its College policies into Spanish. (pages 161-162)	Ongoing	Associated Students of MVC; Curriculum; College and District Academic Affairs area (e.g., catalog;) Student Services (e.g., Welcome/DREAM center publications)	College catalog has Commitment to Nondiscrimination Board Policy & Administrative Procedure in Spanish
11	Now, with the availability of an institutional researcher, a specific research plan for student services programs will be developed to facilitate appropriate research to respond to student needs. (page 163-164)	This AIP is no longer needed	Student Equity; Student Success and Equity; Student Services and Support Programs; Student Services Council	Student Services research is now conducted for specific plans or projects (e.g., Student Equity, workshop assessments)
12	As budget permits, the College will continue to increase the full-time to part-time faculty ratio and increase the number of staff and managers, hiring two full-time faculty and two additional staff (custodians) during the 2013-14 academic year. (pages 209-211)	Ongoing	Academic Planning Council (APC); Academic Senate; Human Resources Advisory Group; President's Cabinet	List of positions hired since 2014; APC faculty prioritization data/rubric

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
13	Based on feedback provided from various workshops and seminars provided to employees to identify professional development opportunities. Reestablish sabbaticals as funding allows. (pages 218-219)	Sabbaticals have been restored Professional development assessment is ongoing by the responsible parties	Professional Growth and Sabbatical Leave Committee Faculty Development Committee; Human Resources Advisory Group (HRAG;) Classified School Employees Association; Management Leadership Association; President's Cabinet	Sabbatical re-instituted in 2016-17 (see p. 69 June 21, 2016 Board of Trustees agenda); HRAG conducted two professional development surveys, in 2014 and 2016. Summary of feedback from fall 2016 FLEX day events (days 1, 2, and 3) Survey results from New Full-Time Faculty Orientation 2015; CSEA bi-annual retreat agendas
14	Implement the remaining IT audit recommendations. (pages 257-259)	Complete. The audit recommendations have been addressed. The College Technology plan includes recommendations for cyclical updates and equipment refresh.	Technology Support Services; Technology Resource Advisory Group; District IT Strategic Council	College Technology Plan appendix starting on page 19 shows completed projects

#	Actionable Improvement Plan (AIP) (pages from 2014 Self Evaluation Report)	Status	Responsible Parties	Documentation/ Evidence
15	The Standard IV subcommittee will adopt, as a component of its responsibilities, the regular evaluation of College governance processes. With the approval of all governance bodies, this committee, along with the Academic Senate and CSEA input, will compose a Participatory and Planning Handbook. This handbook will detail charges (including products for which the committee is responsible) and maintain timelines for all planning processes and budget development. (pages 304-305)	Complete Governance handbook created Evaluation is ongoing and the handbook, a "living document," will be updated as needed when changes come through SPC and Academic Senate. An evaluation occurred during fall 2016 by Standard IV.	Standard IV; SPC; Academic Senate; CSEA	Governance handbook SPC approved in December 2014, reviewed Sep 2015, June 2016., Nov 2016. Academic Senate Dec 1, 2014, agenda and November 21, 2016. "information item" that no update was needed to the governance handbook, Academic Senate June 6, 2016 minutes

Appendix A – Evidence

Report Preparation and Timeline

TL 1. Midterm report preparation timeline

District Recommendation 1

DR 1-1. Information Technology Strategic Council (ITSC) website
DR 1-2. District Technology Plan
DR 1-3. IT Audit
DR 1-4. Technology Resources Advisory Group minutes from November 3, 2015
DR 1-5. Network Bandwidth Status on page 3 of ITSC's October 19, 2016 minutes

District Recommendation 2

DR 2-1. Federal government's OMB Circular A-21
DR 2-2. State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45 GASB 45
DR 2-3. District Budget Advisory Council minutes from January 23, 2015
DR 2-4. District Budget Advisory Council minutes from February 27, 2015
DR 2-5. District Strategic Council minutes from January 30, 2015 and March 13, 2015
DR 2-6. Board of Trustees Resources Subcommittee April 7, 2015 meeting
DR 2-7. Board of Trustees approval of OPEB proposal during April 21, 2015 meeting (see pages 384-386)

College Recommendation 1

CR 1-1. 2015-2018 Integrated Strategic Plan
CR 1-2. Student Success and Support Programs Plan
CR 1-3. Student Equity Plan
CR 1-4. SPC's March 2016 meeting
CR 1-5. Academic Senate's minutes from April 2016
CR 1-6. SPC August 26, 2016 minutes
CR 1-7. SPC October 27, 2016 minutes
CR 1-8. College Budget forum in June 2015
CR 1-9. Standard I's minutes from December 2015
CR 1-10. Standard I's minutes from October 6, 2016
CR 1-11. Feedback from focus groups regarding data in Annual Program Reviews
CR 1-12. Spring 2016 Music Annual Program Review
CR 1-13. Strategic Planning Council minutes from March 2016
CR 1-14. Board of Trustees minutes from May 2016.

College Recommendation 2

CR 2-1.   Instructional Program Review Committee creation/consolidation from previous committees – see item V.e in the September 22, 2014, Academic Senate minutes

CR 2-2.   Instructional Program Review Committee's 2015 checklist, review form, resource request form, training manual, and minutes from September 15, 2015

CR 2-3.   Instructional Program Review Committee's 2016 checklist; feedback

CR 2-4.   Focus group feedback on Program Review

CR 2-5.   College's adopted resource allocation process

CR 2-6.   Student Success and Support Program (SSSP) plan

CR 2-7.   SPC minutes from retreat on August 26, 2016

CR 2-8.   SPC's October 27, 2016 agenda

College Recommendation 3

CR 3-1.   See Agreement between RCCD and RCCD Faculty Association CCA/CTA/NEA Article X.J.5, pages 24-25

CR 3-2.   See pages 35-39 of the 2016-17 College Catalog

College Recommendation 4

CR 4-1.   CTE Course Outline of Records tracking spreadsheet

College Recommendation 5

CR 5-1.   2015-18 Integrated Strategic Plan

CR 5-2.   2015 Comprehensive Master Plan

CR 5-3.   IRPA process flowchart

CR 5-4.   Resource requests online form

CR 5-5.   IRPA funded table

CR 5-6.   Instructions for the resource request online form

CR 5-7.   Staffing Plan

CR 5-8.   Strategic Planning Council minutes November 24, 2015

CR 5-9.   Position Prioritization Process

CR 5-10. Diversity Summit on November 18, 2016 assessment

CR 5-11. Ally trainings webpage

CR 5-12. Diversity Committee minutes from February 2016

CR 5-13. 2014-19 Scheduled Maintenance five-year plan

CR 5-14. 2016-2021 Scheduled Maintenance five-year plan

CR 5-15. 2015 Comprehensive Master Plan.

CR 5-16. Ben Clark Training Center Letter of Intent, BCTC, updated June 2015

CR 5-17. BCTC general education offering plan

CR 5-18. College's technology visioning sessions

CR 5-19. College's Technology Plan

CR 5-20. District Strategic Technology Plan

CR 5-21. June 16, 2015 Board of Trustees minutes Agenda item IV-F, page 59-66

CR 5-22. ITSC committee webpage

CR 5-23.   Appendix (starting on page 19) of the Technology Plan.
CR 5-24.   MVC Technology Survey (2015; 2016)

College Recommendation 6

CR 6-1.   Student Equity Plan
CR 6-2.   Student Success and Support Programs Plan
CR 6-3.   SSSP committee minutes from June 24, 2015
CR 6-4.   Financial aid workshops
CR 6-5.   Student Health and Psychological Services program review
CR 6-6.   Student Health and Psychological Services website
CR 6-7.   Seeking Success workshops brochure
CR 6-8.   Behavioral Intervention Resource Team (BIRT) website
CR 6-9.   Flyer announcing conference support African American men on October 21, 2016
CR 6-10.   Survey to help the College improve the Early Alert process
CR 6-11.   College library survey website
CR 6-12.   Library usage statistics published on a website
CR 6-13.   Flyer announcing evening hours starting summer 2015
CR 6-14.   SPC minutes from November 2015

Data Trend Analysis

DTA-1.   HYPERLINK NEEDED: *(need hyperlink to most recent data presentations)*
DTA-2.   See SPC agenda from April 28, 2016.

Actionable Improvement Plans (AIPs)

AIP 1.   Standard I minutes from Dec 5, 2013
AIP 2.   Integrated Strategic Plan 2015-18 and Minutes from SPC fall 2016 retreat
AIP 3.   Governance handbook and IPRC forms reviewed
AIP 4.   College Budget forum June 2, 2015
AIP 5.   None
AIP 6.   None
AIP 7.   None
AIP 8.   None
AIP 9.   None
AIP 10.   None
AIP 11.   None
AIP 12.   APC faculty prioritization data/rubric
AIP 13.   June 21, 2016 Board of Trustees agenda; and HRAG professional development survey in 2014 and feedback from fall 2016 FLEX day events (days 1, 2, and 3)
AIP 14.   College Technology Plan appendix starting on page 19

AIP 15.   Governance handbook; SPC minutes showing approval in December 2014, reviewed again Sep 2015, June 2016 and November 2016. Academic Senate Dec 1, 2014, agenda and Academic Senate June 6, 2016 minutes

Accreditation Midterm Report

Presentation to the Board of Trustees

February 7, 2017

Recommendations from ACCJC

1. *Measurable goals and objectives*: are in measurable terms, and are assessing progress toward achieving goals systematically and on a regular cycle

2. *Assess planning and program review processes:* ensuring an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation

3. *Regularly assessing learning outcomes:* for all courses and programs and including analysis of learning outcomes results in institutional planning processes (Annual Program Reviews)

4. *Course outlines of record for CTE courses:* **are being made current and a process is developed to ensure a continuous cycle of review for relevance, appropriateness, and currency**

5. *Long-term financial plans:* developed plans that take into account enrollment management plans, capital replacement schedules, human resources staffing plans, and existing facilities and technology master plans, and considering these when making short-term financial and programmatic decisions

6. *Analyze available data:* all programs and integrate data analysis into their program review cycle, ensuring that all students receive equitable services

Recommendations 1, 2, 3, 5, and 6 found to be resolved by ACCJC in February 2016!

Continuous Quality Improvement

▶ Strategic goals, objectives, and metrics integrated into Annual Program Review

▶ All plans integrated into the Integrated Strategic Plan

▶ Integrated Resource and Planning Allocation model leverages available funds for both short-term and long-term priorities

▶ Courses with ongoing assessment increased from 68% (2014) to 91% (2017)

▶ Implemented 2-year cycle of curricular review for CTE courses. (77% active courses now have updated outlines)

▶ CTE Advisory committees memberships refreshed and active

Actionable Improvement Plans (15)

College self-identified 15 Actionable Improvement Plans (AIPs) in 2014 to achieve continuous quality improvement

Completed 9 AIPs

Integrated 4 AIPs into established institutional processes

Eliminated 2 AIPs

Significant accomplishments:

- ✓ Implemented regular review of college mission and governance structures
- ✓ Annual evaluation planning and program review processes
- ✓ Created and revised a governance handbook
- ✓ Created a fully integrated strategic plan
- ✓ Implemented feedback mechanisms for program review outcomes
- ✓ Established process for evaluating general education outcomes and Area of Emphasis programs
- ✓ Increased staffing of college

Data Trend Analysis

- Between 2013 and 2016:
  - ✓ 77% increase in number of student transfers to four-year colleges and universities
  - ✓ 13% increase in number of A.A. and A.S. degrees awarded
  - ✓ 5% increase in number of certificates awarded
  - ✓ Exceeded CTE certification exam pass rates
- Fall-to-fall rate persistence rate increased
- Student Loan default rates reduced from 15.7% to 8.1%

Agenda Item (IV-B-2)

Meeting	2/7/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-2)
Subject	Accreditation Midterm Report for Norco College
College/District	Norco
Funding	N/A
Recommended Action	Recommend reviewing and accepting the Norco College's Midterm Report.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm report midway between comprehensive evaluation visits. The report describes the progress and or resolution of recommendations made by the commission and the institution's self-identified actionable improvement plans along with an analysis of data trends. The college has completed its analysis of its plans and progress through an inclusive process that involved students, faculty, staff and administrators in preparation of its Midterm Report.

Prepared By: Bryan Reece, President Norco College
        Diane Dieckmeyer, Vice President, Academic Affairs, Norco College

Attachments:

Norco College Midterm Report
Norco College Midterm Report Presentation

Norco College

Midterm Report

Submitted by

Norco College
2001 Third Street
Norco, California 92860

Submitted to

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

March 2017

Midterm Report Certification Page

March 15, 2017

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

From: Dr. Bryan Reece, President
       Norco College
       2001 Third Street
       Norco, California 92860

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

_____   Date
Virginia Blumenthal, President, Board of Trustees
Riverside Community College District

_____   Date
Michael Burke, Ph.D., Chancellor
Riverside Community College District

_____   Date
Bryan Reece, Ph.D., President
Norco College

_____   Date
Diane Dieckmeyer, Ed.D., Vice President, Academic Affairs and
Accreditation Liaison Officer, Norco College

_____   Date
Peggy Campo, Academic Senate President and
Associate Professor of Anatomy and Physiology, Norco College

_____   Date
Kristine Anderson, Faculty Accreditation Co-chair and
Professor of English, Norco College

_____   Date
Andy Aldasoro, Vice President
California School Employees Association

_____   Date
Robbie Bishara, President
Associated Students of Norco College

Table of Contents

Statement of Report Preparation

In February 2016, Norco College's Accreditation Liaison Officer and Faculty Accreditation Co-Chair met to establish a timeline and organization for the Midterm Report process. In March 2016, faculty, staff, and administrators associated with the areas to be addressed in the report became involved in compiling responses and assisting with evidence collection. Along with input and updates from various stakeholder groups, including the Academic Senate, the Institutional Strategic Planning Council (ISPC), and the Academic Planning Council (a committee of department chairs), those who provided expertise in the completion of the report include the following:

District Recommendation 1: Associate Vice Chancellor of Information Technology
Riverside Community College District Office of Information Technology

District Recommendation 2: Vice Chancellor of Business and Financial Services
Norco College Vice President of Business Services

College Recommendation 1: Institutional Strategic Planning Council Administrative Co-Chair / Accreditation Liaison Officer
Dean of Institutional Effectiveness
Academic Senate President

College Recommendation 2: Vice President of Academic Affairs
Dean of Institutional Effectiveness
Faculty Assessment Coordinator

College Recommendation 3: Vice President of Business Services

College Recommendation 4: Dean of Technology and Learning Resources / Technology Committee Co-Chair
Classified Professional Instructional Production Specialist / Technology Committee Co-Chair
College Technology Manager

Actionable Improvement Plan II.A.2: Dean of Career and Technical Education
Vice President of Academic Affairs / Accreditation Liaison Officer

Actionable Improvement Plan II.B.2.d: Vice President of Student Services
Dean of Instruction
Dean of Student Services

Actionable Improvement Plan III.B.1.a: Vice President of Business Services
College Technology Manager
Dean of Technology and Learning Resources / Technology Committee Co-Chair
Classified Professional Instructional Production Specialist / Technology Committee Co-Chair

Actionable Improvement Plan III.B.2.a: Vice President of Business Services
Classified Professional Financial and Technical Analyst for Business Services

Actionable Improvement Plan III.D.1.a: Accreditation Liaison Officer / Vice President of Academic Affairs
Vice President of Student Services
Vice President of Business Services

To familiarize the broad campus community with the report and its process, introduction to the Midterm Report was placed on the agendas for the ISPC on March 2, 2016 and the Committee of the Whole on March 3, 2016. The ISPC represents all constituent groups of the college, and the Committee of the Whole is open to all faculty, administrators, staff, and students.

Drafts of report sections were submitted to the accreditation co-chairs beginning in May 2016, and a full draft of the Midterm Report was shared with the entire College community via email on September 15, 2016. To facilitate broad understanding, dialogue, and participation, this first draft was discussed at ISPC on September 21, at Committee of the Whole on September 22, and at the Academic Senate on October 3, 2016.

A revised draft was then distributed to the College community via email on October 12, 2016, with a second/final reading and approval by the Academic Senate on October 17, ISPC on October 19, and Committee of the Whole on December 8.

The final draft was presented to the District Strategic Planning Committee on January 20, 2017, to the Chancellor's cabinet on January 30, and approved by the Board of Trustees on February 21, 2017.

Responses to the Commission's Recommendations

At its January 6-8, 2016 meeting, the Commission reviewed Norco College's Follow-Up Report (R.1), its previous Comprehensive Institutional Evaluation Report, and all submitted evidentiary documents, and found the College to have resolved all deficiencies and District and College recommendations, as well as having met all Eligibility Requirements.

As a result of Norco College's accreditation cycle falling prior to spring 2016, the College is now taking the opportunity in this Midterm Report to update the Commission on its progress to date related to previous recommendations and deficiencies.

District Recommendation 1
In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes.

This recommendation was addressed satisfactorily in the Follow-Up Report.

The Information Technology Strategy Council (ITSC), which consists of the co-chairs of the college technology advisory groups and District Information Technology Services personnel, continues to meet monthly to discuss district-wide technology needs, including the status of the District Technology Plan (DR1.1) objectives for the current academic year. By the time of the Follow-Up Report, the ITSC had begun the process of working with each college's vice president of business and the Vice Chancellor of Business Services to determine financial sustainability as the District and colleges implemented their technology plans.

Every fall term, the council assesses the prior academic year's objectives (derived in large part from outstanding IT Audit (DR1.2) concerns). In fall 2016, the council was discussing compilation and prioritization of the list of 2016-2017 objectives based on the prior year's outstanding objectives in addition to new items brought forward from the colleges' and District's technology plans for 2016-2017.

Progress continues to be made toward a more comprehensive disaster recovery plan (District Technology Continuity Plan, Appendix 3 of the District Technology Plan, DR1.3). One step has been the completion of network redundancies between college and district locations, ensuring that locations are connected to each other in more than one way in case of outage at any single site. Work on this alternate network routing has been completed at Norco College and continues at Riverside City College. Implementation of a second district-wide internet connection at Moreno Valley College is in progress, which will provide additional redundancy as well as increased capacity to the entire District. In addition, data are being replicated between college sites on a scheduled basis. Also, faculty and staff email has been migrated to Office 365 at Microsoft for improved access and availability.

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

District Recommendation 2
    In order to meet Standards, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation.

This recommendation was addressed satisfactorily in the Follow-Up Report.

To address the Commission's recommendation regarding OPEB liability, the Other Post-Employment Benefits Obligation Funding Plan (DR2.1) was developed. The plan consists of the following:

1. Effective July 1, 2015, establish an irrevocable trust to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability;
2. Develop a rate to apply to every dollar of payroll, in all resources that have payroll, to cover the annual current cost ("pay-as-you-go") plus a minimum of $250,000 annually to begin providing for future retiree health costs, including application of the rate to grant and categorical programs in accordance with the federal government's OMB Circular A-21(DR2.2) and the State Chancellor's Accounting Advisory, Governmental Accounting Board Statement No. 45—Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions, GASB 45 (DR2.3);
3. Contribute investment earnings over time to the reduction of the outstanding OPEB liability, so the total amount of funds set aside by the District and accumulated to pay for future retiree health costs will be limited to a maximum of 50% of the outstanding OPEB liability;
4. At least annually, transfer all funds provided by the retiree healthcare rate to the irrevocable trust;
5. Pay all retiree healthcare costs out of the irrevocable trust.

This proposal, discussed with the District Budget Advisory Council (DBAC) on January 23, 2015 (DR2.4) and on February 27, 2015 (DR2.5), was also vetted through each of the colleges' shared governance processes and reviewed by both the District Strategic Planning Council (January 30, 2015 and March 13, 2015) (DR2.6a, DR2.6b) and the Chancellor's cabinet (March 30, 2015). The final proposal was presented and discussed at the April 7, 2015 Resource Committee meeting (DR2.7). The Board approved the proposal at its April 21, 2015 meeting (DR2.8).

The District continues to implement its funding plan to ensure a reduction of its OPEB liability. An OPEB Committee was formed, with membership consisting of the Vice Chancellor of Business and Financial Services, a CTA representative, a management representative, a CSEA representative, and a community member. At the committee's initial January 6, 2016 meeting, the group chose an asset-allocation strategy for a $250,000 investment per fiscal year. The committee recommended a moderately conservative plan with medium risk (Strategy 2) within

the CalPERS OPEB irrevocable trust. To follow shared government processes, the committee's work was presented to Norco College's Business and Facilities Planning Council at its February 16, 2016 (DR2.9) meeting and to the College's Institutional Strategic Planning Council on March 2, 2016 (DR2.10).   On September 12, 2016 the District OPEB Committee reviewed the trust's performance and set future meeting dates for a minimum of two times a year.

College Recommendation 1
     In order to meet the Standards, the team recommends that the College consistently evaluate all parts of the planning and resource allocation cycle; develop a standard assessment instrument for all participatory governance committees; develop a process to assess the evaluation mechanisms used in integrated planning and resource allocation to ensure that those evaluations are effective in improving programs, processes, and decision-making structures; and develop strategies to broadly communicate the results of these evaluations to the entire College community.

The recommendation has four components, each of which was addressed satisfactorily in the Follow-Up Report.

1. Consistently evaluate all parts of the planning and resource allocation cycle

The College continues to evaluate all parts of its planning and resource allocation cycle, posting relevant documents to its Evaluation Procedures (CR1.1) webpage. Between 2011 and 2015, evaluation of the planning and resource allocation cycle at the College consisted of eight components, as designated in the Norco College Strategic Planning Committee Policy 2010-01. During 2015, the Institutional Strategic Planning Council (ISPC) reviewed and revised Policy 2010-01(CR1.2a, CR1.2b) to further improve and simplify evaluation processes at the College. One improvement made as a result of revising the policy concerned the Survey of the Committee of the Whole (COTW). Because the Survey of the COTW is administered only to those who attend the last meeting of the year, and is thereby not necessarily an accurate cross-section of all College faculty, administrators, and staff, the ISPC expanded the distribution of the survey to include the entire institution. Now called the Institutional Effectiveness and Planning Survey, all college employees with adequate knowledge of planning processes have an opportunity to provide input about which areas are effective and which need improvement.

The ISPC also determined that an additional component of the 2011-2015 evaluation process—the Open Dialogue session held each May—was not effective as an evaluation procedure. The session was felt to have value in other areas and will continue to be held, but it has been dropped from the list of evaluation components. The total number of components by which the College evaluates its planning, program review, resource allocation, and decision-making process has therefore been reduced from eight to seven:

1. Survey of Effectiveness of the Planning Councils (CR1.3)
2. Report of Effectiveness of Academic Senate and Senate Standing Committees (CR1.4)
3. Memorandum from College President to Norco College (CR1.5)

8

4. Progress Report on Strategic Planning/Educational Master Plan Goals, Objectives and "Dashboard Indicators" (CR1.6)
5. Institutional Effectiveness and Planning Survey (CR1.7)
6. Report of Resource Allocation (CR1.8)
7. Report on Annual Evaluation (CR1.9)

Minor changes were also made to several other evaluation procedures. For example, the Annual Evaluation Report was renamed Report on Annual Evaluation Cycle, and it was further specified that this report should be used as a tool to make improvements in planning processes.

In addition, Norco College now reports out on all 22 goals related to its Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators (CR1.10a, CR1.10b). Base year data have been gathered, and one-year and six-year targets established, for such indicators as completion rate, remedial rate, CTE completion rate, successful course completion, number of degrees and certificates, and FTES.

The College is confident that its process for evaluating its planning and resource allocation cycle is effective. The component parts of the process are themselves regularly evaluated, and thereby the overall cycle itself improved.

2. Develop a standard assessment instrument for all participatory governance committees

As noted in the 2015 Follow-Up Report, Norco College has three different types of participatory committees: 1) standing committees of the Academic Senate, 2) standing committees not associated with the Academic Senate, and 3) planning councils that, among other things, evaluate and prioritize resource requests in their specific area. Beginning in 2011, members of standing committees of the Academic Senate completed an online Academic Senate Standing Committee Survey (CR1.11a) each October. Survey results were discussed by the membership and an executive summary/analysis of the results developed by each committee chair. The senate received an executive summary from each standing committee for review and discussion, and it made recommendations to each of the committees based on the results of the evaluation and discussion. The senate president reported on these evaluations to the Institutional Strategic Planning Council (ISPC), and a summary of the results was posted on the Institutional Research and Strategic Planning websites. In order to create an opportunity for more thoughtful feedback and evaluation, this process was modified slightly beginning in the 2015-2016 academic year. Online surveys were moved to late spring; following the survey, each committee discusses the results. In spring semester, each committee confers about its planning and decision-making processes during the academic year and how it has fulfilled its goals, filing reports with the senate (Academic Senate minutes, May 23, 2016) (CR1.11b). The senate makes and receives recommendations from each committee based on the results of the evaluations and discussions. In the fall, the senate president reports on committee evaluations to ISPC, and an annual report, the Senate Overview of the Assessment Survey of the Senate and Its Standing Committees, is posted on the Strategic Planning website (CR1.4). The College will continue to assess the timeline and effectiveness of this revised process.

Members of standing committees not associated with the Academic Senate (for example, the Grants Committee, the Technology Committee, the Associated Students of Norco College) complete an online survey each spring to gauge their level of satisfaction with the committee's planning and decision-making process that year (CR1.12). Led by their respective chairs, those

committees similarly review and respond to the survey results. These committees report their findings directly to the ISPC rather than to the Academic Senate.

Planning council members complete a similar online survey (CR1.13) each spring to determine their level of satisfaction with committee-level planning, resource allocation, and decision-making. They also evaluate the criteria used in evaluating resource requests as well as the degree to which these processes are effective and linked at the planning council level. The ISPC also reviews these evaluations. The Results of the Survey of Effectiveness for the Planning Councils report (CR1.14) are posted on the Institutional Research website.

The instrument through which participatory governance committees assess their work is therefore standardized to the extent permitted by their specific compositions, roles and responsibilities, and relationship to other committees and councils. Some questions are tailored to the specific committee or council. In addition, the College has determined that an online survey for Academic Senate standing committees be supplemented with dialogue sessions for generating useful assessment information. The College will continue to refine and modify its committee assessment methodology on a regular basis.

3. Develop a process to assess the evaluation mechanisms used in integrated planning and resource allocation

The College established a process and cycle for assessing its evaluation mechanisms, which is to occur every second and fourth year of the Strategic Planning cycle during the fall Strategic Planning Retreat, as noted on the revised Policy 2010-01. The first of these retreats was held on December 3, 2014 (CR1.15), followed by a retreat on December 2, 2015 (CR1.16). For the 2015 retreat, the focus was not to assess the evaluation mechanisms since it was off cycle; however, the Institutional Strategic Planning Council focused on decision-making processes, engaging in an activity to gauge members' understanding of the flow of decision-making. The dialogue involved an understanding of the differences between what is strategic and what is operational, and the acknowledgement that not all decisions require committee approval.

As part of its evaluation of its evaluation mechanisms, the ISPC voted to continue to hold the Annual Open Dialogue, which occurs at the end of each spring. However, though the decision was made to continue these sessions as a valued element of the College's culture and to promote continued transparency, the ISPC also noted that it should not be included among the College's methods of evaluation.

The fall 2016 Strategic Planning Retreat (CR1.17), and biennially after that, will be devoted largely to assessing the evaluation mechanisms used in integrated planning and resource allocation.

4. Develop strategies to broadly communicate evaluation results

As noted in the Follow-Up Report, the College has employed a number of methods in recent years to communicate evaluation results to the college community. Evaluation results are discussed regularly in council and committee meetings, and they are often considered in department meetings and by the president's cabinet. Reports and findings for each of the evaluation procedures are posted on the Evaluation Procedures (CR1.1) webpage. In the 2013 Norco College accreditation survey (CR1.18), only two of 132 faculty, staff, administrator, and student respondents disagreed with the statement "Norco College strategic planning goals are regularly assessed and results shared with campus constituencies." This item also was included

on the 2016 Institutional Effectiveness and Planning Survey (CR1.7). Again, a minority of respondents (12 of 115) disagreed with the statement.

Beginning in spring 2015, the College also created a biannual strategic planning newsletter to further facilitate communication of evaluation results. The fall 2015 newsletter (CR1.19) contained articles on the Completion Initiative (designed to increase the percentage of Norco College students who transfer or obtain a degree within four years of enrollment), the revised Evaluation Procedures, and overviews of the roles of the Academic Senate and the Associated Students of Norco College in the evaluation process. The College President also wrote an article on strategic planning highlights. The spring 2016 issue of the newsletter (CR1.20) included an update on the Completion Initiative as well as pieces on the role of the Academic Senate, the Business and Facilities Planning Council, and the Student Success Committee in the evaluation process. The newsletter, published each year in November and May, is distributed electronically and in hard copy. The most recent newsletter (CR1.21) also can be found on the Strategic Planning webpage (CR1.22). While wide-ranging in focus, it underscores the improvements that have been made to planning and decision-making processes through the use of evaluation procedures.

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College Recommendation 2

In order to meet the Standards, the team recommends that the College create a system to ensure consistency in transferring student learning outcomes on official course outlines of record to course syllabi; implement more direct assessment of student learning at the program level; complete its cycle of evaluation for all general education outcomes; and develop, implement, and assess an evaluative mechanism to review all parts of the student learning outcomes process in an ongoing and systematic way.

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This recommendation has the following four components, each of which was addressed satisfactorily in the Follow-Up Report.

1. Creation of a system to ensure consistency in transferring student learning outcomes on official course outlines of record to course syllabi

As explained in the Follow-Up Report, Norco College has developed a standardized course syllabus shell for use by full- and part-time faculty. The syllabus shell (example shell, fall 2016, CR2.1), fully implemented in fall 2015, provides students with non-instructor-specific information (e.g., disability resources, learning resources, etc.) and also provides faculty with the current SLOs for each course already pre-loaded. Faculty can access shells for their particular courses by following a link to the Course Syllabus Shells website (CR2.2) from the Faculty Resources webpage. The shells also are referenced in the Norco College Faculty Guide (CR2.3). The syllabus shells are updated annually to reflect curricular changes, and faculty continue to utilize them each term.

2. Direct assessment of program-level student learning outcomes

To meet this part of the recommendation, the College created a clear and systematic Rotation Plan for Outcomes Assessment (CR2.4) for both course- and program-level assessment. During the 2014-2015 and 2015-2016 academic years, a new assessment software program, TracDat, was piloted and then fully implemented with faculty. As of spring 2016, 88.9% of eligible courses were engaged in ongoing assessment, as indicated in the College's 2016 Annual Report to ACCJC (CR2.5).

The college has also continued to conduct direct assessment of student learning in the Area of Emphasis (AOE) degree, in Associate Degrees for Transfer (ADTs), and CTE programs. The programs scheduled for assessment during 2015-2016 were AOEs in Administrative and Information Systems, Math and Sciences, and Kinesiology, Health and Wellness; ADTs in Anthropology, Math, Physics, Computer Science and Communication Studies; CTE programs in Business-Logistics, Business-Real Estate, Commercial Music-Performance, Digital Electronics, Drafting Technology, Game Art-Character Modeling, Game Programming, Logistics Management, and Mobile Applications Development; and in General Education, Communications PLO. As of spring 2016, 76.1% of all programs were involved in ongoing assessment as reported in the 2016 ACCJC Annual Report. This is marked improvement from the 2015 ACCJC Annual Report (CR2.6) which showed ongoing assessment of program learning outcomes at 48.2%. Since 2016-2017 is the last year of our four-year cycle, all programs should have completed and reported assessment by early fall 2017.

3. Completion of general education assessment cycle

At present, four general education learning outcomes (GELOs) comprise the General Education program: 1) critical thinking, 2) information competency and technology literacy, 3) communication, and 4) self-development and global awareness. These GE learning outcomes have been assessed authentically since they were adopted by the Board of Trustees in fall 2013. That semester, the Norco College Assessment Committee (NAC) agreed on a plan to assess each of the outcomes cyclically, in successive years.

The procedure used to assess GELOs begins by selecting a representative sample of courses that have an assignment/test/project that authentically assesses the selected GE learning outcome. In TracDat, faculty are provided a roster for each class to be assessed, along with a rubric on which they can score each student according to the following scale:

> 1: Little or no evidence of competency
> 2: Limited evidence of competency
> 3: Adequate evidence of competency
> 4: Strong evidence of competency

Faculty GELO rubric scorings for each student are then exported from TracDat into a spreadsheet for analysis. GELO scores for students are then merged with student enrollment data, and total units of successfully completed general education coursework are then calculated for each student. Once this student-level data is derived, significance testing analysis (through statistical models called analysis of variance, or ANOVA) is applied to three groups of students:

> Group 1: fewer than 12 units of GE
> Group 2: 12-24 units of GE
> Group 3: more than 24 units of GE

Through the results of ANOVA, significant differences among the mean GELO competency scores of the three groups can be derived. If Group 2's scores are significantly greater than those in Group 1, and Group 3's scores are significantly greater than those in Group 2, learning for the GELO can be attributed to increased exposure to general education courses. In other words, general education courses appear to be making a difference in learning for that outcome. This linear relationship is occasionally found, but sometimes the relationship is not so clear. Thus, faculty are called together to help explain data patterns and also to make plans for improvement in learning, if warranted.

In addition to the ANOVA data, learning outcomes were disaggregated by ethnicity, gender, and age for the 2015-2016 academic year, and a disproportionate impact analysis was conducted to determine if any of these groups are experiencing learning gaps. Each year, GE assessment reports (CR 2.7a, CR2.7b, CR2.7c) are written to capture the data and faculty input. During 2016-2017, the critical thinking GELO is scheduled to be assessed, and this will complete the full cycle of GELO evaluation as identified in the recommendation.

4. Development, implementation, and assessment of an evaluation mechanism to review all parts of the student learning outcomes process in an ongoing and systematic way

The College's instructional annual program review (APR) was identified as the most logical source of data for creating an evaluative mechanism to review the student learning outcomes process. The program review template (CR2.8) presently includes a rubric that is used by members of the Norco Assessment Committee to score academic disciplines in each area of the SLO process. These scores form the basis of the evaluative mechanism for reviewing all parts of the SLO process.

Calculating the mean for each part of the SLO process creates key indicator scores that quantitatively summarize the state of assessment at the College. In the 2014-2015 report (CR2.9), key indicators were Level of Loop-Closing, Improvement of Learning, Dialogue on Results, and Participation in Program Assessment with scores of 2.4, 2.1, and 1.9, respectively, for the first three indicators (excluding 0 scores for disciplines that did not complete the assessment portion of the APR). These three indicators represented each part of the SLO process, with the overall average 2.2 on a three-point scale. The scores show that, for the disciplines that engaged in assessment, clear levels of loop closing, improvement of learning, and dialogue were involved in the process. The final key indicator was Participation in Program Assessment; ten out of 27 disciplines (37%) indicated active involvement in program assessment.

During 2015-2016, the rubric was modified slightly. An extra scoring area was added to capture initial SLO assessment activity. Also, since TracDat has become the monitoring tool for assessment, an additional rubric area was added to identify whether assessments had been input into the system. In total there were six key indicators for the SLO process as scored on the 2015-2016 program reviews: Initial SLO Assessments, Loop-Closing Assessments, TracDat Input, Improvement of Learning, Dialogue across Discipline, and Participation in Program Assessment. The 2015-2016 Key Indicators Report (CR2.10) shows the results for these areas as 2.5, 2.3, 2.3, 2.3, 1.6, and 0.423 (or 42.3%), respectively. These outcomes show modest increases in all areas over the previous year with the exception of Dialogue, which decreased 0.3.

These trends are encouraging for most parts of the SLO process. However, during 2016-2017, NAC will discuss methods of improving dialogue across the discipline for the next program review cycle.

College Recommendation 3
      In order to meet the Standards, the team recommends that service area outcomes are systematically assessed for all areas in Business Services and the results of the evaluation are used to make improvements.

This recommendation has the following two components, each of which was addressed satisfactorily in the Follow-Up Report.

1. <u>Systematic assessment of service area outcomes in Business Services</u>

At Norco College, Business Services comprises four departments: College Safety and Police, Facilities (including Administrative, Custodial, Grounds, and Maintenance), Food Services, and Technology Support Services. Since 2008, units within Business Services have conducted annual program reviews (due by August 31 each year) that provide analysis of changes within the unit over the previous year as well as significant new resource needs. A central component of the program review process is outcomes assessment. Each unit is expected to describe its previous year's outcomes assessment (service area outcomes addressed, assessment method or methods used, target or benchmark, results, expected use of results) as well as the current year's assessment plan. In addition, each unit responds to the question, "What did you learn that will impact your unit for the future?" These program review documents are housed at the College's Administrative Unit Program Review webpage (CR3.1). The rigor and the cyclical nature of the College's administrative and instructional unit program review processes ensure that service area outcomes assessment is systematic for all Business Services departments.

Service area outcomes (SAO) assessment is also a regular agenda item at monthly Business Office Administrative Team (BOAST) meetings. BOAST develops the agenda and identifies the activities for Business Services' annual open house and retreat, ensuring that assessment is a key topic for both events. The open house provides an opportunity for new faculty and staff to become acquainted with Business Services personnel and familiar with processes and procedures of the office, including the need for regular SAO assessment. The annual retreat (CR3.2a, CR3.2b, CR3.2c, CR3.2d) (mandatory for all Business Services staff), held at the end of each fiscal year, focuses on team building, program review (CR3.2e), SAO assessment results of the previous year, and SAO assessment plans for the upcoming year. The retreat includes sharing of thoughts and ideas, with discussion time facilitated by the Vice President of Business Services. Survey results (CR3.3) indicate that it is especially helpful for department managers in their preparation of their program reviews, allowing for more comprehensive goal setting.

As noted in the Follow-Up Report, Norco College Business Services is committed to the process of defining measurable service area outcomes, evaluating the extent to which they are achieved, and using results to improve. This process will continue to be refined and documented in the annual program reviews.

2. Use of assessment results for improvement

The Follow-Up Report detailed some of the ways in which Business Services program reviews from 2013-2014 reported the current or previous use of assessment results for improvement. The 2014-2015 program reviews (Business Services, CR3.4a; College Police, CR3.4b; Facilities, Administrative, CR3.4c; Facilities, Custodial, CR3.4d; Facilities, Grounds, CR3.4e; Facilities, Maintenance, CR3.4f; Food Services, CR3.4g; Technology Support Services, CR3.4h) demonstrated that departments had further refined their identification of service area outcomes for assessment and the methods used to assess them. For example, one of Business Services' goals was to improve coordination of information technology functions within the College. As a result of dialogue within the District's Information Technology Strategy Council (ITSC), Business Services advocated for the decentralization of microcomputer support, moving from a District-based to a College-based system. Instructional Media was combined with Microcomputer Support to form a new division called Technology Support Services. With this decentralization, the College gained a Technology Manager and 2.5 FTE of Microcomputer Support staff. As a result, Norco College has a team of technicians, along with a technology supervisor, that is able to provide more immediate delivery of services to the College.

Program reviews completed in summer 2015 by other departments in Business Services also identify areas where assessment results were used for improvement. In the area of College Safety and Police (CR3.4b), a Norco College Cadet program was implemented, with several cadets being added to this department. Facilities Department (Maintenance) (CR3.4f) was able to implement an automatic feedback survey (CR3.5) on all work orders to maintain and improve their service delivery and customer satisfaction. Furthermore, the Food Services (CR3.4g) department was able to increase their delivery and options by opening a coffee cart and a coffee bar in the cafeteria area. These and other improvements are the result of the ongoing outcomes assessment process.

College Recommendation 4
    In order to meet the Standards, the team recommends that the College systematically plan for the replacement of technology infrastructure and equipment, reflect projections of total cost of ownership for new equipment, systematically assess the effective use of technology resources, and use the results of evaluation as the basis for improvement.

This recommendation has the following four components, each of which was addressed satisfactorily in the Follow-Up Report.

1. Planning systematically for the replacement of technology infrastructure and equipment

In spring 2016, the Technology Committee revised the Norco College Technology Principles and Guidelines (CR4.1a, CR4.1b) to improve the process to be more inclusive of stakeholders at the College. The Technology Committee coordinates with departments and disciplines to ensure that the replacement technology meets specific programmatic needs. The committee coordinates with Technology Support Services staff to plan for replacement,

reassignment, and evaluation of technology resources, and coordinates with grants administrators to identify possible funding.

The Norco College Replacement of Technology Infrastructure and Equipment Plan (CR4.2) calls for a staggered replacement cycle in which a portion of the computer inventory (approximately 25%) is recommended for replacement each year. An annual computer/equipment inventory (CR4.3) is also mandated, with custodial records of all technology equipment maintained by the College's Technology Support Services and reviewed by the Technology Committee for evaluation of technology resources on campus. The annual inventory will be used to determine the technology-related items that will be placed on the recommended list (CR4.4) as part of the staggered replacement.

To illustrate, on May 21, 2015, the Technology Committee approved the Computer Equipment Refresh 2015 Recommendations list for office computer equipment (CR4.5), and the list was placed on the 2015 Annual Administrative Program Review for Technology Support Services (CR4.6). In the program review process, the recommendation was listed as a high priority, and 77 computers were funded in spring 2016. Replaced computers were returned to Technology Support Services staff for evaluation of remaining life and possible reassignment, as mandated by the Technology Strategic Plan (CR4.7). On April 28, 2016, the Technology Committee (CR4.8) approved the recommendation for the next 25% of computer inventory for office computers as well as classroom labs to be placed on the 2016 Annual Administrative Program Review.

2. Projecting total cost of ownership for new equipment

The College developed a total cost of ownership process for technology requests that was implemented in 2014-2015. The Technology Committee developed and approved Technology Request Forms for hardware (CR4.9) and for software (CR4.10) that were reviewed and approved by the District Information Technology Strategy Council on October 24, 2014 (CR4.11). Beginning fall 2015, units requesting technology resources as part of their annual program reviews completed a streamlined version of the Technology Request Form modified specifically for program review (CR4.12), as approved by the Technology Committee on April 23, 2015 (CR4.13) and also presented to the Program Review Committee on April 23, 2015 (CR4.14).

Requests for technology equipment are reviewed by the Technology Committee and the College's technology departments for evaluation of technical specifications and costs associated with the equipment as well as inventory purposes. For purchases, the total cost of ownership for the item is calculated on the basis of the information provided in the form, which is returned to the requesting unit. Through fall 2016, when submitting an annual program review, units utilized a Technology Total Cost of Ownership document (CR4.15) and then provided specific TCO data in the section of the program review that lists resource requests, as well as on the Technology Request Form. The Technology Total Cost of Ownership form contains sections detailing the initial cost of the resource as well as the total operating costs for the item. This enables the College to make informed decisions about whether to grant particular requests.

The Technology Committee continues to assess and improve the effectiveness of the Technology Request Form. In fall 2016, the Program Review Committee discussed revisions to the form titled Equipment & Technology Not Covered by Current Budget, and at its December 1, 2016 meeting (CR4.16a) voted to approve the form (CR4.16b), which has been incorporated into the current instructional program review template. This revision will help speed up the

recommendation process by providing needed information directly on the program review form: the asset tag number for replacements to ascertain the age of the equipment and information regarding programmatic needs. These are criteria outlined in the Norco College Technology Principles and Guidelines to determine when equipment will be replaced.

3. Assessing the effective use of technology resources

Norco College continues to sustain and improve the processes for evaluation of technology resources. An annual survey of College students (CR4.17a), faculty (CR4.17b), and staff (CR4.17c) was again conducted in spring 2015 to assess technology use, resources, and needs. The results of the technology survey were evaluated by the Technology Committee at its September 17, 2015 (CR4.18) meeting, and the committee used the data from the 302 responses for decision-making and improvement regarding computer access for students, technology support, and technology maintenance. For example, in the survey, over 38% of students identified their main access to a college computer was in the library, and feedback from students identified the need for additional computers in the library. In March 2016, library computers were accessed 10,850 times by students. The committee informed the library staff of the survey results, and based on this discussion, a recommendation was made at the May 19, 2016 Technology Committee meeting (CR4.1b) for five library-based laptops to be placed on the next Library Program Review.

In its annual review of the Technology Survey, the committee decided to maintain the previous years' questions for consistency and comparison, but added one open-ended question for comments and feedback. The 2016 survey was launched to the college community after spring break and had 395 responses. The survey was reviewed at the September 15, 2016 Technology Committee meeting (CR4.19).

4. Using the results of evaluation as the basis for improvement

The Technology Committee continues to evaluate technology requests from program review utilizing the criteria stated in the Replacement of Technology Infrastructure and Equipment Plan (CR4.2) and information received from the Technology Request Form. The committee made its priority level (high, medium, low) recommendations from the 2015 annual program review, of which 15 high-priority technology requests were funded in spring 2016.

In addition, in reviewing results from the spring 2015 annual Technology Survey, the Technology Committee identified areas for improvement, such as faculty, staff, and students' desire for more technology troubleshooting support, and students' need for technical support. The committee determined that additional human resources were needed at the District's Help Desk and recommended to the Information Technology Strategy Council the need for a Help Desk Support Technician to be placed as a high priority in the District's annual program review for Information Technology and Learning Services.

Lynda.com (CR4.20), a leading online learning site that provides videos and tutorials in the use of classroom technology, pedagogy, learning techniques, and other educational tools, is the College's primary source for technology training for staff, faculty, and students. At its meeting of April 28, 2016 (CR4.8), the Technology Committee evaluated Lynda.com for user satisfaction, usage, and professional development needs. Statistics showed that in 2015 a total of 4,743 hours of Lynda.com videos were viewed by users. On the Lynda.com Satisfaction Survey (CR4.21) launched in winter 2016, over 75% of respondents stated they were likely to use

Lynda.com again. Based on this information, the Technology Committee recommended to renew the Lynda.com subscription for 2016-2017.

Data Trends Analysis

Annual Report (DT1.1, DT1.2, DT1.3)
Institution-Set Standards

Category	Reporting year		
	2014	2015	2016
STUDENT COURSE COMPLETION			
Standard	64.4%	67.5%	67.9%
Performance	69.6%	67.6%	69.9%
Difference between Standard and Performance	+ 5.2%	+ 0.1%	+ 2.0%
Analysis: Data over this period show that students are successfully completing courses in encouraging numbers. In each year, course completion performed above the institution-set standard. In fall 2015, the College experienced its highest rate in course completion since data began to be collected, almost 70%.			

DEGREE COMPLETION	Reporting year		
	2014	2015	2016
Standard	(reported as 10.5) = 380	422	432
Performance	525	555	554
Difference	+145	+133	+122
Analysis: Although data over this period show that students are successfully completing degrees in encouraging numbers—in each year, degree completion exceeds the institution-set standard—Norco College has undertaken a college-wide Completion Initiative to increase the number of students who attain their academic goals of obtaining certificates, degrees, or transfer.			

CERTIFICATE COMPLETION	Reporting year		
	2014	2015	2016
Standard	(reported as 5.6) = 125	128	127
Performance	131	159	126
Difference	+6	+31	-1
Analysis: Data show that, in general, students are successfully completing certificates in encouraging numbers. In each year except the most recent, certificate completion exceeds the institution-set standard. This reduction may reflect the fact that the College has discontinued a number of programs and deleted a number of rarely taught or never-taught courses during this period in order to better serve present student needs in light of developing trends in employment. New programs and courses continue to be developed to serve those same needs. In fall 2016, the Academic Senate, in conjunction with the strategic governance process, was in the process of applying established protocol to analyze and respond to 2016 data (DT1.4). In addition, Norco College has undertaken a college-wide Completion Initiative to increase the number of students who attain their academic goals of obtaining certificates, degrees, or transfer (Academic Senate approval, April 18, 2016 DT1.5, ISPC approval, May 4, 2016 DT1.6).			

		Reporting year		
TRANSFER		2014	2015	2016
Standard		(reported as 18) = 383	640	664
Performance		440	840	1,126
Difference		+57	+200	+462

Analysis: These data show that students are successfully transferring in encouraging numbers. In each year, transfer exceeds the institution-set standard. The significant increase in students transferring from year to year most likely reflects Norco College's definition of "transfer" (see the Institutional Research document titled Transfer Students at Norco College 2013-14: Definitions and Outcomes, DT1.7), which defines transfer using In-State Private (ISP)/Out-of-State Institutions (OOS) methodology. This methodology identifies cohorts of first-time students by college where they completed their first credit course. Norco College was accredited as a separate college in 2010, so individuals beginning their coursework prior to that time would have identified themselves as Riverside Community/City College students. As more students have begun their coursework at Norco College, and as Norco College's identity as a separately accredited institution has become clearer to students, the number of transferring students has risen.

LICENSENSURE PASS RATE	N/A

JOB PLACEMENT RATE										
Program Name	CIP Code	Institution Set Standard			Performance			Difference		
		2014	2015	2016	2014	2015	2016	2014	2015	2016
Architecture & Architectural Technology	04.09	61.3%	56.3%	58.38%	90.91%	46.7%	71.43%	+29.61%	-9.6%	+13.05%
Business and Commerce, General	52.01	61.3%	61.9%	69.53%	66.67%	100%	75%	+5.37%	+38.1%	+5.47
Accounting	52.03	61.3%	61.9%	59.89%	70%	63%	76.92%	+8.7%	+1.1%	+17.03%
Business Administration	52.02	N/A	N/A	77.99%	N/A	N/A	92.31%	N/A	N/A	+14.32%
Business Management	52.02	61.3%	61.9%	59.79%	100%	79%	85.71%	+38.7%	+17.1%	+25.92%
Marketing & Distribution	52.18	61.3%	61.9%	61.81%	66.67%	100%	100%	+5.37%	+38.1%	+38.19%
Logistics & Materials Transportation	52.02	61.3%	61.9%	50.17%	50%	71.4%	54.55%	-11.3%	+9.5%	+4.38%

Real Estate	52.15	61.3%	61.9%	53.03%	100%	40.5%	78.79%	+38.7%	-21.4%	+ 25.76%
Digital Media	09.07	61.3%	46.2%	44%	0%	42.1%	56.52%	-61.3%	-4.1%	+ 12.52%
Computer Information Systems	11.01	61.3%	37%	62.42%	0%	80%	60%	-61.3%	+43%	-2.42%
Computer Software Development	11.02	61.3%	37%	44%	100%	50%	61.11%	+38.7%	+13%	+ 17.11%
Engineering Technology, General	15.00	61.3%	59.2%	59.91%	79.17%	55.6%	76.92%	+18.4%	-3.6%	+ 17.01%
Electronics & Electrical Technology	47.01	61.3%	59.2%	44%	100%	50%	71.43%	+38.7%	-9.2%	+ 27.43%
Drafting Technology	15.13	61.3%	59.2%	55.14%	71.43%	64.3%	62.01%	+10.13%	+5.1%	+6.87%
Manufacturing & Industrial Technology	15.06	61.3%	59.2%	59.45%	100%	75%	75%	+38.7%	+15.8%	+ 15.55%
Civil and Construction Management Technology	46.04	61.3%	59.2%	62.17%	80%	50%	80%	+18.7%	-9.2%	+ 17.83%
Commercial Music	50.09	N/A	N/A	44%	N/A	N/A	55.56%	N/A	N/A	+ 11.56%
Child Development/Early Care and Education	19.07	61.3%	53.1%	53.27%	50%	62.3%	75%	-11.3%	+9.2%	+ 21.73%
Administration of Justice	43.01	61.3%	48.7%	51.27%	100%	42.9%	75%	+38.7%	-5.8%	+ 23.73%

Analysis: As a result of feedback from the 2014 comprehensive accreditation visit, the College revisited the methodology of the ISS to determine whether they were set too low. In doing so, we reviewed numerous other colleges' ISSs, including the three most common methodologies we found in the field. These results were discussed via our shared governance process, which led to a revision of our methodology. The Academic Senate, in conjunction with the strategic governance process, developed a response protocol (DT1.2) to be followed in cases in which a program falls below the institution-set standard. The first implementation of the protocol occurred in fall 2015, at which time a task force was convened with the faculty in the associated programs as well as various other administrators and members of the senate (DT1.8). During the meeting, various issues were discussed, such as possible reasons for the drop in job placement rates of a particular program, as well as possible solutions. The response process, which will continue to be implemented as needed, was viewed favorably by faculty and was an example of integrated planning across areas.

Student Learning Outcomes Assessment

	2014	2015	2016
Total number of College courses	434	419	368
Number of courses assessed	434 (100%)	292 (69.7%)	327 (88.9%)
Total number of College programs	62	56	46
Number of programs assessed	62 (100%)	27 (48.2%)	35 (76.1%)
Number of Institutional Student Learning Outcomes defined	4	4	4
Number of institutional outcomes (ILOs) with ongoing assessment	4 (100%)	4 (100%)	4 (100%)
Analysis: The College's understanding and focus on assessment have deepened over the years, reflected in what appear to be anomalies in some of the reported data. For example, the College employed more indirect assessment techniques in 2013 and 2014 (e.g., learning gains surveys of students), but beginning in 2015, the College has focused on direct assessment of courses and programs, which is arguably a more challenging process. The College continues to hone techniques for ongoing and meaningful assessment.		

Annual Fiscal Report (DT1.9, DT1.10, DT1.11)

NOTE: The Annual Fiscal Reports report District data.

Category	Reporting year		
	2014	2015	2016
General Fund Performance			
Revenues	166,229,407	173,624,650	187,612,346
Expenditures	161,236,480	171,718,114	184,045,827
Expenditures for Salaries and Benefits (included in total above)	134,442,320	140,833,151	149,031,896
Surplus/Deficit	4,992,927	1,906,536	3,566,519
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.00%	1.10%	1.90%
Reserve (Primary Reserve Ratio) (Revenue/Expenditures)	1.03	1.01	1.02
Analysis of the data: As noted in the 2014 accreditation self-evaluation, financial resources at the College continue to be sufficient to support student learning programs and services and to improve institutional effectiveness. From 2014 to 2015, the surplus decreased as a result of the percentage increase in expenditures being higher than the percentage increase in revenue (6.5% and 4.5% respectively). From 2015 to 2016, the surplus increased as a result of the percentage increase in expenditures being lower than the percentage increase in revenue (7.1% and 8.0% respectively). The level of financial resources at the District and the College provides reasonable expectation of both short-term and long-term financial solvency.			

Other Post Employment Benefits

	2014	2015	2016
Actuarial Accrued Liability (AAL) for OPEB	24,642,278	24,161,707	24,161,707
Funded Ratio (Actuarial Value of plan Assets/AAL)	0%	0%	0%
Annual Required Contribution (ARC)	2,925,208	3,041,672	3,041,672
Amount of Contribution to ARC	1,209,729	1,159,902	1,203,398
Analysis of the data: The Annual Required Contribution (ARC) is approximately $3M per year. The amount of annual contribution to the ARC is approximately 40% of the ARC. At this contribution level, it appears that the Actuarial Accrued Liability (AAL) will stay level (little increase or decrease).			

Enrollment

	2014	2015	2016
Actual Full Time Equivalent Enrollment (FTES)	25,119	26,400	27,660
Analysis of the data: FTES increase proportionately to revenue and expenditure increase. The amount of increase is approximately 4% and 5%, well above the Net Operating Revenue Ratio.			

Financial Aid

	2014	2015	2016
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	17%	16%	15%
Analysis of the data: The cohort Student Loan Default Rate continues to decrease as a result of College efforts in this area. Norco College has contracted with North Star Services for default management.			

Responses to Actionable Improvement Plans

Actionable Improvement Plan	*Relationship to College Planning Processes*	*Timeline for Completion*	*Responsible Party*
AIP II.A.2. Substantive Change Proposal	Approved by Academic Senate, Institutional Strategic Planning Council, Committee of the Whole (COTW), and Board of Trustees.	Completed	Accreditation Liaison Officer and Dean of Instruction, CTE
AIP II.B.2.d. Maintaining records of student complaints/grievances	Board Policies/Administrative Procedures 5522 and 5524. Process posted to College's homepage.	Completed	Vice President of Student Services
AIP III.B.1.a. District IT Audit and decentralization of other technology support services	Norco College Technology Committee working with District Information Technology Strategy Council. Approved by District Strategic Planning Council. Presented to College's Business and Facilities Planning Council. Approved by Board of Trustees.	Completed	Vice President of Business Services and Technology Committee
AIP III.B.2.a. Procedure for implementation of Total Cost of Ownership	Vetted through Business and Facilities Planning Council, assisted by Technology Committee, and presented to COTW.	Completed	Vice President of Business Services
AIP III.D.1.a. College President's annual communication of resource allocation to support student learning	Norco College Self-Study 2014. Annual memo from President distributed college-wide.	Completed	President and Vice Presidents of Academic Affairs, Business Services, and Student Services

II.A.2. Actionable Improvement Plan
    The College will complete a Substantive Change Proposal and submit it for approval to the Accrediting Commission for Community and Junior Colleges.

This item has been resolved.

In 2012, Norco College was contacted by a private company, International Rectifier, interested in collaborating to create a unique, for-credit, contract education program to benefit its current employees. In partnership with the District Office of Economic Development, Norco College entered into a unique partnership with International Rectifier, a Fortune 100 semi-conductor manufacturer, located in Temecula, California. International Rectifier has over 500 employees and sought to provide a cohort of employees (nearly 40 students) a certificate and Associate of Science degree in Digital Electronics to upgrade their technical ability and encourage both personal and professional advancement. General education courses were completed at Mt. San Jacinto College, while the degree-specific Digital Electronics courses were completed via Norco College at the company site in Temecula. The three-year program was scheduled from fall 2013 through spring 2016.

International Rectifier's corporate headquarters contains multiple training rooms that mirror college classrooms (desks, chairs, internet, projector, instructor's station, natural lighting, ADA compliant bathrooms, etc.). All courses were provided in accordance with California Education Code §78020-78023. Instructors were hired based on subject matter expertise and in accordance with California Education Code §78022(a) which states, "Faculty in all credit and noncredit contract education classes shall be selected and hired according to procedures existing in a community college district for the selection of instructors for credit classes." All college and ACCJC standards were met for the duration of the program.

Upon being notified of this agreement, the Accrediting Commission for Community and Junior Colleges requested a Substantive Change Proposal (II.A.2.1) be submitted for review at its March 6, 2014 meeting. The report was reviewed and vetted internally by the college's Academic Senate (II.A.2.1a), Institutional Strategic Planning Council (II.A.2.1b), Committee of the Whole (II.A.2.1c), and approved by the Board of Trustees (II.A.2.1d). In response to this Actionable Improvement Plan as documented on page 147 of the Norco College 2014 Institutional Self Evaluation Report, Norco College submitted a 73-page Substantive Change Proposal in February 2014. The Commission acted to accept the Norco College Substantive Change Proposal at its March 6, 2014 (II.A.2.2) meeting.

During the Follow-Up visit, the team evaluated the status of the College's Digital Electronics course offerings at the International Rectifier location, and praised the superb work of the College in serving the employees of Intentional Rectifier through this innovative program.

Norco College completed the International Rectifier program in spring 2016. Twenty students completed the program, earning both their certificate and Associate of Science degree in Digital Electronics from Norco College.

II.B.2.d. Actionable Improvement Plan
        The College will develop a system for maintaining records of student complaint/ grievances.

This item has been resolved.

By the end of 2013, the Riverside Community College District Board of Trustees approved two Board Policies (BP) and Administrative Procedures (AP) related to student grievances: BP/AP5522(II.B.2.d.1) —Student Grievance Process for Instruction and Grade Related Matters and BP/AP5524 (II.B.2.d.2).—Student Grievance Process for Matters Other Than Instruction, Grades, or Discipline.

While the College historically maintained student grievances in individual departments, the compilation and access to all grievances over multiple years were areas for improvement. Following approval of BP/AP5522 and BP/AP5524, the College assembled a team to devise a standardized system for maintaining records. A link to the complaint procedures, forms, and resources is available on the College's homepage.

The College developed forms identified in the policy: Student Request for Consultation (II.B.2.d.3) and Student Request for Formal Hearing (II.B.2.d.4). The Student Consultation Request form is completed after the student attempts to resolve the issue informally per AP5522 or AP5524. Following policy, students have 120 days from the date of the incident or situation to initiate the consultation process. The Student Request for Formal Hearing form, submitted to the College President, is to be completed after the student has made attempts to resolve the issue informally and through a consultation with the appropriate administrator. While the website has direct links to the approved Board policies, the College also developed flowcharts to assist students in understanding the two distinct processes for addressing grievances for instruction and grade-related matters (AP5522, II.B.2.d.5) and matters other than instruction, grades, or discipline (AP5524, II.B.2.d.6).

In researching best practices, the College administrative team determined that the complaint process must be visible on the College's homepage. In addition, the Complaint Procedures webpage (II.B.2.d.7) includes easily accessible links to the Board policies, forms, flowcharts, and resources. The resource links include the District's webpage on discrimination/harassment complaint reporting along with links to the California Community College Chancellor's Office and Accrediting Commission for Community and Junior College's Complaint Reporting.

Once the Complaint Procedures webpage went live, an email notification was released to the College community, and managers received training during a President's Cabinet meeting (AIP II.B.2.d.8). The College maintains all student grievance issues in a shared file that includes case notes and resulting action. This shared file is accessible to the President, vice presidents, deans, and their respective administrative assistants.

> III.B.1.a. Actionable Improvement Plan
>   The College will address the recommendations of the District Information Technology Audit and move toward decentralization of other technology support services from the District to the College.

This item has been resolved.

As part of the College's Technology Strategic Plan's (III.B.1.a.1) Goal VI, Strategy #2, "Make Recommendations for Technology Structure/Strategic Model," the Technology Committee reviewed the District IT Audit (III.B.1.a.2) for items that correspond to the College. The committee discussed levels of priority (high, medium, low) to provide feedback to the District. Recommendations of specified items were approved by the Technology Committee on March 20, 2014 (III.B.1.a.3) and were then forwarded to the District ITSC for consideration.

One item on the District's audit list was the recommendation to restructure the Instructional Media Center (IMC) under District Information Services, but the committee did not recommend restructuring IMC. The discussion of this item was furthered at ITSC, and the council decided to merge IMC and Microcomputer Support as proposed in the District IT Audit, but instead of centralizing IMC at the District, the merged departments would be decentralized to the colleges. The intent was to provide better localized IT support services and increase collaboration between technology services and the College community while providing a single point of service for the end users. A draft recommendation with input from the College was approved by ITSC on March 6, 2015 (III.B.1.a.4) and approved by the District Strategic Planning Council on March 13, 2015 (III.B.1.a.5). The proposed decentralization was presented at the College's Business and Facilities Planning Council's March 10, 2015 (III.B.1.a.6) meeting, and the Recommendation for Decentralization of the District's Microcomputer Support Function was discussed at the Technology Committee's March 19, 2015 (III.B.1.a.7) meeting. The decentralization and merger of Microcomputer Support and IMC was approved at the Board of Trustees meeting on June 16, 2015 (III.B.1.a.8). The newly formed Technology Support Services (TSS) was created on July 1, 2015 and included a Technology Manager, who would manage the two full-time and one part-time Microcomputer Support staff and the IMC staff located on the College campus.

Another item of the District IT Audit that the Technology Committee has addressed is the replacement of end-of-life projectors. As part of the annual program review process, the Technology Committee makes recommendations for technology equipment according to a priority level (high, medium, low). The committee determined that the replacement of all projectors for the Industrial Technology (IT) building and upgraded audiovisual equipment in the Applied Technology (ATEC) building were high priorities. As a result of the recommendations, the projectors in the IT building and audiovisual equipment in the ATEC building were replaced in summer 2016 as reported by TSS at the Technology Committee meeting on September 15, 2016 (III.B.1.a.9).

III.B.2.a. Actionable Improvement Plan
    The College will refine and develop a procedure for implementation of Total Cost of Ownership.

This item has been resolved.

The 2014 Self Evaluation identified a need to develop a total cost of ownership (TCO) procedure and guidelines for use by College leadership when new equipment or facilities are acquired or built.

Since the original concept of TCO was discussed at the Business and Facilities Planning Council (BFPC) in September of 2013, assessment determined that it should include costs of personnel salary, benefits, equipment, and facilities in order to quantify costs in program reviews (BFPC Minutes, December 10, 2013, III.B.2.a.1) and that the total should be defined. On March 11, 2014, BFPC (III.B.2.a.2) approved the definition of TCO: "TCO is used to determine the cost of a proposal or initiative. The TCO ensures that all costs are considered inclusive of all types of resources needed. Our comprehensive approach when considering TCO relates to new facilities, personnel, programs, services and other initiatives. This integrates the strategic planning, resource allocation and decision-making process."

To meet this definition, the tool itself was developed to summarize total expenses related to programs, projects, and new initiatives, including personnel, equipment, and supply needs as well as facilities and operating expenses. A utilities analysis was performed to help estimate utilities costs by square foot, and staffing standards for maintenance and operations were included for information. Additionally, the technology equipment portion was provided by the Technology Committee.

The TCO Spreadsheet tool (III.B.2.a.3) was vetted through the BFPC throughout 2013 and 2014 (meetings of December 10, 2013, III.B.2.a.1; January 14, III.B.2.a.4a; March 11, III.B.2.a.2; and May 13, 2014, III.B.2.a.4b) and was presented at the Committee of the Whole on October 2, 2014 (III.B.2.a.5). Assessment of the TCO prompted its addition to the program review template (III.B.2.a.6) and resulted in the addition of links on the College's website (Business Services webpage III.B.2.a.7 and Program Review webpage III.B.2.a.8) to ensure ease of use by faculty, staff, and administrators.

Assessment of the TCO concept by the Technology Committee (minutes of December 10, 2015, III.B.2.a.9) suggested the need for the technology equipment portion to include standardized estimated costs for equipment and replacement costs with corresponding escalators for inflation. For 2016-2017, the technology "tab" of the TCO (III.B.2.a.3, III.B.2.a.10) has been updated for PC and MAC. It also pulls in an approximate cost for annual maintenance/contract and an estimated cost for future upgrade/replacement of the computer.

> III.D.1.a. Actionable Improvement Plan
>   To further enhance communication, the College President will formally communicate annually the impact of resource allocation to support student learning.

This item has been resolved.

In its 2014 accreditation self-study, Norco College noted that while resource allocation and institutional planning were effectively integrated, the College needed to do a better job of communicating the ways in which that allocation supports student learning. It determined that the annual memorandum from the College President to Norco College (already designated one of the mechanisms by which the College evaluates its planning and resource allocation cycle) could be modified to ensure that this relationship between resource allocation and learning is made more apparent to the College community.

The 2014-2015 memo (dated June 4, 2015, III.D.1.a.1) and the 2015-2016 memo (dated June 8, 2016, III.D.1.a.2) may be compared to earlier memos, as found on the Evaluation Procedures (III.D.1.a.3) webpage, to see how much more explicit the connection between resource allocation and student learning now is. The 2014-2015 memo notes that new faculty positions in history, political science, and Spanish had been approved based on the Academic Planning Council (APC) evaluation of program reviews in which disciplines made requests for resources linked to how directly they would contribute to student learning. The APC itself ranked resource requests using a rubric in which student learning was a primary criterion. Similarly, the 2014-2015 memo noted that requests by disciplines and units for equipment and facilities improvement were also evaluated by the planning councils and prioritized by means of rubrics in which the extent to which the request would contribute to the improvement of student learning was a key consideration.

Similarly, the 2015-2016 memo points out the five newly approved faculty positions (in English, sociology, psychology, mathematics, and electronics) were identified through a comprehensive evaluation of program reviews by the APC in which the contribution to student learning at the College played a central role. The memo goes on to note that resource allocation decisions for staff and administrative hiring, as well as equipment purchase and facilities improvement, were made in the previous academic year according to a similar evaluative process that prioritized student learning. In his memo, the interim President went on to promise that the College "will continuously assess and measure how [its] allocation of resources improves student completion processes and . . . student success."

Appendix: List of Evidence

Evidence for District Recommendation 1

DR1.1 District Technology Plan, pages 14-31
http://rccd.edu/administration/adminfinance/Documents/Information%20Services/DSTP/Other%20Documents/RCCD_Strategic_Technology_Plan.pdf

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        http://norcocollege.edu/about/president/Accreditation/Documents/Reports%20and%20Letters/Norco%20College-Follow%20Up%20Report_Oct2015.pdf

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CR1.2a   Norco College Strategic Planning Committee Policy 2010-01 (revised Fall 2016)
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CR1.12 Standing Planning Committees Survey of Effectiveness
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CR2.2 Course Syllabus Shells Webpage
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         http://norcocollege.edu/about/president/strategic-planning/programreview/Pages/Administrative-Unit-Program-Review.aspx
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CR4.2 Replacement of Technology Infrastructure and Equipment Plan
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CR4.6   Annual Administrative Program Review for Technology Support Services, 2015
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DT1.5 Academic Senate Minutes, 18 April 2016
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DT1.8 Institutional Set Standards Task Force, Fall 2015
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II.A.2.1d   Board of Trustees Minutes, 21 January 2014
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II.A.2.2   Letter from ACCJC Documenting Approval of the Substantive Change Proposal, 7 March 2014
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II.B.2.d.2   Board Policy/Administrative Procedures 5524
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II.B.2.d.3   Student Request for Consultation
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II.B.2.d.5   AP 5522-Chart of Student Grievance Process for Instruction and Grade Related Matters

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II.B.2.d.6   AP 5524-Chart of Student Grievance Process for Matters Other Than Instruction, Grades, or Discipline
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II.B.2.d.7   Complaint Procedures Webpage
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II.B.2.d.8   President's Cabinet Meeting Minutes, 14 January 2015

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III.B.1.a.1   Norco College Technology Strategic Plan 2013-2016 (p. 19)
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III.B.1.a.2   District IT Audit
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III.B.1.a.3   Technology Committee Minutes, 20 March 2014
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III.B.1.a.4   ITSC Meeting Minutes, 6 March 2015
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III.B.1.a.5   DSPC Meeting Minutes, 13 March 2015
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III.B.1.a.6   BFPC Meeting Minutes, 10 March 2015
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III.B.1.a.7   Norco College Technology Committee Minutes, 19 March 2015
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III.B.1.a.8   Board of Trustees Minutes, 16 June 2015
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III.B.1.a.9   Technology Committee Minutes, 15 September 2016
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III.B.2.a.1   BFPC Minutes, 10 December 2013
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III.B.2.a.3	Total Cost of Ownership Spreadsheet, 2016-2017 http://norcocollege.edu/about/business-services/Documents/TCO%20Spreadsheet.xls
III.B.2.a.4a	BFPC Minutes, 14 January 2014 http://www.norcocollege.edu/about/president/strategic-planning/Documents/bfpc/2013-14/2014-01-14-BFPC-Minutes.pdf
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III.B.2.a.5	COTW Minutes, 2 October 2014 http://norcocollege.edu/about/president/strategic-planning/Documents/cotw/2014-15/2014-10-02_COTW_Minutes.pdf
III.B.2.a.6	Annual Instructional Program Review Template, 2015 http://norcocollege.edu/about/president/strategic-planning/programreview/Documents/annual_IPR/Annual_Instructional_Program_Review_Template_2015.doc
III.B.2.a.7	Business Services Webpage, with TCO Link http://norcocollege.edu/about/business-services/Pages/index.aspx
III.B.2.a.8	Program Review Webpage, with TCO Link http://norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx
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III.D.1.a.3	Strategic Planning Evaluation Procedures Webpage http://norcocollege.edu/about/president/strategic-planning/Pages/Evaluation-Procedures.aspx

Norco College
Midterm Report

Presentation to the Board of Trustees

February 7, 2017

Recommendations

1. *Evaluation of College Processes*: evaluating planning and resource allocation with methods for evaluating these processes and communicating evaluations; developing a standard mechanism for participatory governance committees' evaluation

2. *Learning Outcomes Assessment:* ensuring correct Student Learning Outcomes (SLOs) on all course syllabi; assessing programs as well as General Education Learning Outcomes (GELOs); evaluating the assessment process

3. *Business Services SAO Assessment:* assessing Service Area Outcomes (SAOs) in Business Services and using results for improvement

4. *Technology Planning:* creating a systematic technology replacement plan, evaluating it, and using results for improvement

All recommendations found to be resolved by ACCJC!

Continuous Quality Improvement

- ✓ Evaluated/revised eight evaluation procedures and evaluation mechanisms
- ✓ Enhanced assessment in Business Services
- ✓ Established a syllabus shell to ensure accuracy of Student Learning Outcomes
- ✓ Implemented Total Cost of Ownership
- ✓ Involved in decentralizing microcomputer support
- ✓ Assessed Gen Ed Outcomes; established Key Indicators Analysis
- ✓ Implemented TracDat software for assessment
- ✓ Implemented Technology Replacement Cycle

Actionable Improvement Plans

Actionable Improvement Plan	Key Components of Completion
AIP II.A.2. **Submit a Substantive Change Proposal to address partnership with International Rectifier**	**Completed:** Substantive Change Proposal accepted by ACCJC March 6, 2014.
AIP II.B.2.d. **Develop a system for maintaining records of student complaints/grievances**	**Completed:** BP/AP 5522 and 5524. Process posted to College's homepage. Student grievance issues maintained in file accessible to President, vice presidents, deans.
AIP III.B.1.a. **Address Information Technology Audit recommendations and move toward decentralization of other technology support services**	**Completed:** Decentralized IMC and Microcomputer Support to the College under Technology Support Services.
AIP III.B.2.a. **Refine and develop a procedure for implementation of Total Cost of Ownership**	**Completed:** TCO added to program review template. TCO spreadsheet tool available on Business Services and Program Review webpages.
AIP III.D.1.a. **The College President to communicate the impact of resource allocation to support student learning**	**Completed:** Beginning June 2014, President's annual memorandum more explicitly identifies connection between resource allocation and student learning.

Data Trends Analysis

▸ In each year, course and degree completion, as well as transfer, performed above the institution-set standard.

  ▸ Course completion for 2016 report at 69.9%, highest since data began to be collected.

  ▸ Degree completion well over 100 above ISS in each reporting year.

  ▸ Transfers increased from 440 in 2014 to 1,126 in 2016.

▸ Beginning in 2015, more direct assessment of courses and programs.

▸ Senate developed a response protocol for instances when a metric falls below the institution-set standard.

▸ College-wide Completion Initiative underway to support students' completion of educational goals.

Questions?

Agenda Item (IV-B-3)

Meeting	2/7/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-3)
Subject	Accreditation Midterm Report for Riverside City College
College/District	Riverside
Funding	
Recommended Action	Recommend approval of Riverside City College's Accreditation Midterm Report.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm report midway between comprehensive evaluation visits. The report describes the progress and or resolution of recommendations made by the commission and the institution's self-identified actionable improvement plans along with an analysis of data trends. The college has completed its analysis of its plans and progress through an inclusive process that involved students, faculty, staff and administrators in preparation of its Midterm Report.

Prepared By: Wolde-Ab Isaac, President, Riverside
             Michelle Davila, Executive Administrative Assistant

Attachments:

Accrediation Midterm Report RCC Presentation
Accrediation Midterm Report for RCC

Midterm Report

PRESENTATION TO BOARD OF TRUSTEES

FEBRUARY 7, 2017

Recommendations

#1 Evaluate processes including evaluation processes regularly

#2 Evaluate all SLOs in a timely manner

#3 Total Cost of Ownership

Visiting Team in its follow-up visit of November 5-6, 2015 concluded all recommendations fully addressed

College received commendations for its culture shift and leadership.

Continuous Quality Improvement

Recommendations stimulated RCC to rethink its planning and evaluation processes.

Student success, student equity, and student completion are at core of all plans and ongoing activities.

Completion Counts through Pathways is overarching strategy for implementation of Educational Master Plan and Strategic Plan

Comprehensive and integrated student academic support is being implemented through a new Dean of Student Success and Support

Introduced faculty advising system to support the pathways.

Established a new Vice President for Planning to ensure the development, implementation, monitoring, evaluation and assessment of all plans.

Actionable Improvement Plans

23 actionable improvement plans (AIPs) self-identified to better meet standards and achieve continuous quality improvement

AIPs addressed through college recommendations, assignments to strategic planning leadership councils, and council action plans

Major accomplishments:
- ◦ Revised Program Review and Planning processes
- ◦ Refreshed Strategic Plan and developed implementation plans
- ◦ Developed plans for Pathways Initiative
- ◦ Trained Faculty Advisors to support Pathways Initiative
- ◦ Reviewed, revised, and aligned committee structure

Data Trends Analysis

All measures (course completion, degree completion, certificate completion, transfer) show an increasing trend from 2014 to 2016)

Licensure pass rates and job placement rates for Nursing and Cosmetology are well above the institution-set standards

Numbers of courses and programs assessed have increased by 14.5% and 12% respectively from 2014 to 2016

Revenues have increased primarily due to apportionment from increasing enrollment

Through various loan default management processes, financialaid default rate has decreased from 14.1% (2014) to 9.8% (2016)

Midterm Report
in
Support of the Reaffirmation of Accreditation

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

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

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

March 15, 2017

Certification of the Midterm Report
March 15, 2017

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

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

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

Signatures:

_____

Michael Burke, Chancellor, Riverside Community College District

_____

Virginia Blumenthal, President, RCCD Board of Trustees

_____

Wolde-Ab Isaac, President, Riverside City College

_____

Mark Sellick, President, Riverside City College Academic Senate

_____

Gustavo Segura, President, California Schools Employees Association

_____

Leonardo Santiago, President, Riverside City College Associated Students

Table of Contents

Introduction

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

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

Statement of Report Preparation

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

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

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

Responses to Visiting Team Recommendations and the Commission Action Letters

College Recommendation #1
Evaluate processes including evaluation processes regularly.
In order to meet the standards the College should systematically assess and use assessment results for improvement in the following areas:

    a. Assessing its evaluation mechanisms; (I.B.6, I.B.7)
    b. All resource areas including human, physical, technology, and financial; (III.A.6, III.B2.b, III.C.2, III.D.3.h)
    c. Role delineation, decision-making structure and resources. (IV.A.5, IV.B.3.g)

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

One suggestion from the visiting team was to include a timeline to "systematize the planning process." A detailed timeline is now included in the Strategic Plan along with steps in the strategic planning process.[6]

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

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

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

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

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

College Recommendation #3
Total Cost of Ownership
In order to meet standards, the College should develop and implement a total cost of ownership methodology that can be included in the long-range capital plans. (III.B.2.a)

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

District Recommendation #1
Technology Planning
In order to meet standards, compile the various completed elements of technology planning into an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery plan and a plan to refresh aging and outdated technologies. Insure that the district technology plan is based on input from the colleges and is in alignment with college planning processes. (Standards I.B.6 and III.C.2)

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

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

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

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

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

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

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

District Recommendation #2
OPEB Obligation
In order to meet the standard, implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation. (Standard III.D.3.c)

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

1. Effective July 1, 2015, establish a new irrevocable trust to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability;

2. Develop a rate to apply to every dollar of payroll, in all Resources that have payroll, to cover the annual current cost ("pay-as-you-go") plus a minimum of $250,000 annually to begin providing for future retiree health costs, including application of the rate to grant and categorical programs in accordance with OMB Circular A-21 and the State Chancellor's Accounting Advisory – GASB 45 Accounting for Other Post-Employment Benefits;

3. Investment earnings over time will contribute to the reduction of the outstanding OPEB liability, so the total amount of funds set-aside by the District and accumulated to pay for future retiree health costs will be limited to a maximum of 50% of the outstanding OPEB liability;

4. At least annually, transfer all funds provided by the retiree healthcare rate to the irrevocable trust;

5. Pay all retiree healthcare costs out of the irrevocable trust.[25]

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

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

Data Trends Analysis

Category	Reporting Year		
	2014	2015	2016
STUDENT COURSE COMPLETION			
Standard	66.0%	66.0%	66.0%
Performance	64.8%	63.5%	65.1%
Difference between Standard and Performance	-1.2%	-2.5%	-0.9%
Analysis of the data: Riverside City College has a course completion set standard of 66.0%. While our course completion has been slightly lower than that set standard, the percentage has been increasing the last several years. RCC has a goal of increasing course completion by 1% each year. The rates reported in this report are for Fall terms only.			
DEGREE COMPLETION			
Standard	1,179	1,179	1,179
Performance	1,149	1,160	1,188
Difference between Standard and Performance	-30	-19	9
Analysis of the data: The counts in this table represent the unique headcount of students who have received degrees. Because many RCC students are awarded multiple degrees (including AOE's as well as AA and AS degrees), this headcount is substantially lower than the total number of degrees awarded as reported in KPI's and the state chancellor's office website. For this unique headcount metric, RCC's set standard is the average of the unique students awarded degrees 2011-2012 through 2014-2015 plus one standard deviation. There are two on-going initiatives at the College which will help us increase the number of degrees completed by students. The first initiative is the implementation of many ADT's. These ADT programs should increase the number of students completing degrees prior to transfering. The second initiatives is a Pathways model. This model should also increase the number of students completing degrees. For our 2017 reporting year, RCC will report 1315 unique students who received degrees in 2015-2016.			
CERTIFICATE COMPLETION			
Standard	447	447	447
Performance	436	411	438
Difference between Standard and Performance	-11	-36	-9
Analysis of the data: As with the degree completion data above, these metrics represent unique headcounts of students awarded a certificate and the set standard is the average of the unique students awarded certificates 2011-2012 through 2014-2015 plus one standard deviation. RCC continues to have a strong certificate program. As discussed above, RCC is implementing a Pathways model. This model includes certificate programs. This initiative should increase the number of students who receive certficates. Note that the certificates reported here are chancellor-approved certificates and do not include local certificates.			
TRANSFER			
Standard	1,702	1,702	1,702
Performance	1,197	1,428	1,711
Difference between Standard and Performance	-505	-274	9
Analysis of the data: RCC looks at transfer metrics different ways -- a Broad Transfer Metric and a Transfer Volume Metric. The Board Transfer Metric includes all students enrolled at some point-in-time at RCC and who subsequently enroll in a four year college or university. The Broad Transfer Metric is used internally for discussion about overall program success and student transfer patterns. For external benchmarking and reporting purposes, RCC uses the more narrowly-defined Transfer Volume Metric. For this metric, it includes only students who: - Completed at least 12 units in RCCD at time of transfer - Have confirmed enrollment in a 4 year college or University via the National Student Clearinghouse between June 1st and May 31st of the year reported - Were enrolled at RCC in the immediate year prior to transferring For this metric, RCC's set standard is the average of the most recent three years plus one standard deviation. RCC has been increasing the number of transfer students steadily over the past several years. RCC anticipates the numbers will continue to increase as the Pathways model and ADT initiatives continue to progress.			

LICENSURE PASS RATE

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Registered Nursing	51.38	85%	90.4%	91.8%	91.8%	5.4%	6.8%	6.8%
Licensed Vocational Nursing	51.39	85%	100.0%	100.0%	100.0%	15.0%	15.0%	15.0%
Cosmetology	12.01	80%	91.0%	100.0%	100.0%	11.0%	20.0%	20.0%

Analysis of Data: RCC continues to consistently surpass institution set standards as well as national averages for NCLEX state pass rates in both of its Nursing programs. The national average for RN programs for this time period was 82.7% and for VNs was 84.59%. RCC surpassed those rates by 9.1% and 15.41%, respectively, for 2015. The latest data for 2016 should soon be available. RCC's Cosmetology program is also well above the set standard.

JOB PLACEMENT RATE

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Registered Nursing	51.38	90%	98.0%	98.0%	98.0%	8.0%	8.0%	8.0%
Licensed Vocational Nursing	51.39	60%	65.0%	68.0%	68.0%	5.0%	8.0%	8.0%
Cosmetology	12.01	80%	82.0%	86.0%	96.0%	2.0%	6.0%	16.0%

Analysis of Data: RCC continues to consistently surpass institution set standards for job placement rates in both Nursing programs. Statewide data for RNs for this time period demonstrated an average job placement rate of 76% at one year. The VN placement rate was set lower, as 30-40% of VN graduates immediately seek placement in an RN program. RCC's Cosmetology program's job placement performance has increased each of the last three years. Their most recent rate of 96% is well above the institution set standard of 80%.

STUDENT LEARNING OUTCOMES ASSESSMENT			
	2014	**2015**	**2016**
Number of Courses	695	680	733
Number of courses assessed	619	626	709
Number of Programs	97	100	116
Number of Programs assessed	82	82	92
Number of Institutional Outcomes	5	5	5
Number of outcomes assessed	5	5	5

Analysis of the data: RCC has made substantial progress in tracking course and program assessment. This progress includes the use of TracDat. The Assessment Committee meets monthly and discusses on-going assessment activity.

ANNUAL FISCAL REPORT

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

Status of Actionable Improvement Plans

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

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

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

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

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

Progress on Actionable Improvement Plans

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

Standard I Institutional Mission and Effectiveness

Standard IA Mission

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

Standard IB Improving Institutional Effectiveness

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

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

Standard II: Student Learning Programs and Services

Standard IIA Instructional Programs

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

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

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

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

Standard IIB Student Support Services

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

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

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

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

Standard IIC Library and Learning Support Services

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

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

Standard III: Resources

Standard IIIA Human Resources

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

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

Standard IIIB Physical Resources

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

Standard IIIC Technology Resources

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

Standard IIID Financial Resources

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

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

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

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

Standard IV: Leadership and Governance

Standard IVA Decision-Making Roles and Processes

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

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

Standard IVB Board and Administrative Organization.

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

impact on the decision making…. This shift has been an intentional approach adopted in order to place the focus on services to the colleges and the students."[64]

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

Update on Substantive Change in Progress, Pending, or Planned

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

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

Concluding Remarks

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

Appendix A: List of Evidence

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

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

Agenda Item (IV-B-4)

Meeting	2/7/2017 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-4)
Subject	Accreditation Midterm Report for District Recommendations
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve the District Accreditation Midterm Report.

Background Narrative:

Institutions are required to submit to the Accrediting Commission for Community and Junior Colleges (ACCJC) a Midterm report midway between comprehensive evaluation visits. The report describes the progress and or resolution of recommendations made by the commission and the institution's self-identified actionable improvement plans along with an analysis of data trends. The District has completed its analysis of its plans and progress of District accreditation Recommendations No. 1 and No. 2 through an inclusive process that involved students, faculty, staff and administrators in preparation of its Midterm Report.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Launa K. Wilson, Director, RCCD Foundation and Alumni Affairs
Melissa Elwood, Controller

Attachments:

02072017_RCCD Midterm Report - Presentation

Midterm Report District Responses

February 7, 2017

District Recommendations

1. Develop an integrated, comprehensive district technology plan that is accessible and transparent, including a disaster recovery and refresh plan. Insure it is based on input from the colleges and is in alignment with college planning processes.

2. Implement a plan to fund contributions to the District's other post-employment benefits (OPEB) obligation.

Both recommendations were found to be resolved by ACCJC!

Continuous Quality Improvement

As part of the Continuous Quality Improvement Process, the following steps have been taken for District Recommendation #1:

- Information Technology Strategy Council (ITSC) and District Information Technology Services meet monthly to discuss district-wide technology needs, including the status of the District Technology Plan.

- VPs of Business and VC of Business Services determine financial sustainability as college technology plans are implemented.

- Second district-wide internet connection established at Moreno Valley College

- Faculty and staff email migration to Office 365 for improved access and availability

Continuous Quality Improvement

As part of the Continuous Quality Improvement Process, the following steps have been taken for District Recommendation #2:

- The plan was vetted via college and district shared governance Committees.

- OPEB Irrevocable Trust Asset Allocation Committee was formed, with membership consisting of the VC of Business and Financial Services, a community member, and representatives from faculty, staff, and management.

- Effective July 1, 2015, an irrevocable trust was established with CalPERS to pay current retiree health costs and to accumulate funds for future costs to offset the OPEB liability.

- The Committee selected the irrevocable trust investment strategy.

- The Committee meets semi-annually to review financial performance of the irrevocable trust.

Questions?

Agenda Item (IV-D-1)

Meeting	2/7/2017 - Committee
Agenda Item	Committee - Resources (IV-D-1)
Subject	2015-2016 Independent Audit Report for the Riverside Community College District Foundation
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees receive the Riverside Community College District Foundation's independent audit report for the year ended June 30, 2016 for the permanent file of the District.

Background Narrative:

An independent audit of the Foundation's 2015-2016 financial statements was performed by Ahern, Adcock, Devlin, LLP Certified Public Accountants (AAD). A representative of the firm will be available to present the report. Results of the audit are summarized below.

- Auditor's Opinion – The auditors have issued an unmodified opinion for the financial audit as of June 30, 2016 and 2015.

- Audit Findings – There were no findings or questioned costs.

- As noted in both the SAS 114 and 115 letters, AAD identified a material weakness in the Foundation's internal control associated with two Charitable Remainder Unitrust donations that were not recognized or recorded in the year the agreements were established. The Foundation is establishing policies to appropriately recognize and account for Charitable Remainder Unitrusts.

- The audit report was presented to and accepted by the Foundation's Board of Directors on January 24, 2017.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Melissa Elwood, Controller

Attachments:

02072017_Foundation Audit Report FY15-16
02072017_AAD SAS 114 Letter
02072017_AAD SAS 115 Letter

RIVERSIDE COMMUNITY
COLLEGE DISTRICT FOUNDATION
FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITORS' REPORT
FOR THE YEARS ENDED
JUNE 30, 2016 AND 2015

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
CONTENTS
June 30, 2016 AND 2015

AhernAdcockDevlin

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Independent Auditors' Report

To the Board of Directors
Riverside Community College District Foundation

Report on the Financial Statements

We have audited the accompanying financial statements of Riverside Community College District Foundation (the Foundation) which comprise the statements of financial position as of June 30, 2016 and 2015, the related statements of activities and changes in net assets, cash flows, and functional expenses for the years then ended, and the related notes to the financial statements (collectively, the financial statements).

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Foundation's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

PrimeGlobal

An Association of
Independent Accounting Firms

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Board of Directors
Riverside Community College District Foundation
Page 2

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Riverside Community College District Foundation as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

Ahern Adcock Devlin LLP

December 20, 2016

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
STATEMENTS OF FINANCIAL POSITION
June 30, 2016 and 2015

	2016	2015
ASSETS		(Restated,
Current assets		see Note 13)
Cash and cash equivalents		
Unrestricted	$ 788,377	$ 440,265
Restricted	421,406	611,646
Accounts receivable	32,966	-
Unconditional promises to give, net of allowance	247,731	53,816
Total current assets	1,490,480	1,105,727
Noncurrent assets		
Investments - restricted	7,003,348	6,842,957
Beneficial interest in Foundation for California		
Community Colleges Osher Endowment	365,168	365,168
Beneficial interest in charitable remainder		
unitrust agreements	1,356,107	1,372,495
Long-term unconditional promises to give, net of allowance	645,402	44,535
Total noncurrent assets	9,370,025	8,625,155
Total assets	$10,860,505	$9,730,882
LIABILITIES AND NET ASSETS		
Current liabilities		
Accounts payable	$ 124,360	$ 165,157
Refundable advance	239,500	-
Promises to give to others	-	97,138
Total current liabilities	363,860	262,295
Total liabilities	363,860	262,295
Net assets		
Unrestricted		
Undesignated	502,868	286,530
Board designated	66,665	18,653
Total unrestricted net assets	569,533	305,183
Temporarily restricted	1,862,328	1,387,035
Permanently restricted	8,064,784	7,776,369
Total net assets	10,496,645	9,468,587
Total liabilities and net assets	$10,860,505	$9,730,882

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
For the Years Ended June 30, 2016 and 2015

	2016			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
REVENUES AND RECLASSIFICATIONS				
Donations	$ 223,161	$1,427,766	$ 549,840	$ 2,200,767
In-kind donations				
Donated assets	171,558	-	-	171,558
Donated material	10,493	-	-	10,493
Donated services	627,824	-	-	627,824
Forgiveness of debt	92,218	-	-	92,218
Total revenues	1,125,254	1,427,766	549,840	3,102,860
Assets released from restriction	1,214,584	(952,578)	(262,006)	-
Total revenues and reclassifications	2,339,838	475,188	287,834	3,102,860
EXPENSES				
Program expenses	1,409,806	-	-	1,409,806
Support services expenses	373,038	-	-	373,038
Fundraising expenses	293,918	-	-	293,918
Total expenses	2,076,762	-	-	2,076,762
OTHER INCOME AND EXPENSES				
Realized gains on investments	48,871	2,449	377,021	428,341
Unrealized losses on investments	(55,925)	(2,802)	(431,436)	(490,163)
Interest and dividends income	9,147	458	70,565	80,170
Unrealized loss on beneficial interest in trusts	(819)	-	(15,569)	(16,388)
Total other income and expenses	1,274	105	581	1,960
Change in net assets	264,350	475,293	288,415	1,028,058
Net assets, beginning of year, as previously stated	305,183	1,387,035	7,776,369	9,468,587
Net assets, beginning of year	-	-	-	-
Net assets, beginning of year	305,183	1,387,035	7,776,369	9,468,587
Net assets, end of year	$ 569,533	$1,862,328	$8,064,784	$10,496,645

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
For the Years Ended June 30, 2016 and 2015

2015 (Restated, See Note 13)			
Unrestricted	Temporarily Restricted	Permanently Restricted	Total
$ 116,051	$ 959,774	$ 198,814	$1,274,639
47,043	-	-	47,043
25,064	-	-	25,064
465,732	-	-	465,732
-	-	-	-
653,890	959,774	198,814	1,812,478
1,010,898	(810,301)	(200,597)	-
1,664,788	149,473	(1,783)	1,812,478
1,142,622	-	-	1,142,622
296,852	-	-	296,852
129,815	-	-	129,815
1,569,289	-	-	1,569,289
9,674	5,161	311,353	326,188
(5,987)	(3,193)	(192,673)	(201,853)
2,305	1,229	74,175	77,709
(676)	-	(12,849)	(13,525)
5,316	3,197	180,006	188,519
100,815	152,670	178,223	431,708
135,067	1,234,365	6,281,427	7,650,859
69,301	-	1,316,719	1,386,020
204,368	1,234,365	7,598,146	9,036,879
$ 305,183	$1,387,035	$7,776,369	$9,468,587

The accompanying notes are an integral part of these financial statements.

-5-

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION
STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2016 and 2015

	2016	2015
Cash flows from operating activities		(Restated, See Note 13)
Change in net assets	$1,028,058	$ 431,708
Adjustments to reconcile change in net assets		
to net cash provided by operating activities		
Realized gains on investments	(428,341)	(326,188)
Unrealized losses on investments	490,163	201,853
Unrealized losses on beneficial interest in trusts	16,388	13,525
Provision for doubtful accounts	(48,249)	400
Forgiveness of debt	(92,218)	-
(Increase) decrease in:		
Accounts receivable	(32,966)	8,897
Prepaid expenses	-	2,000
Unrestricted unconditional promises to give	(145,666)	(9,496)
Increase (decrease) in:		
Accounts payable	(40,797)	(14,951)
Refundable advance	239,500	(94,677)
Net cash provided by operating activities	985,872	213,071
Cash flows from investing activities		
Purchases of investments	(222,213)	(264,784)
Cash flows from financing activities		
Change in long-term unconditional promises to give	(600,867)	5,490
Payments on promises to give to others	(4,920)	-
Changes in restricted cash	190,240	(265,986)
Net cash used in financing activities	(415,547)	(260,496)
Net change in cash and cash equivalents	348,112	(312,209)
Cash and cash equivalents		
Balance, beginning of year	440,265	752,474
Balance, end of year	$ 788,377	$ 440,265

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
STATEMENTS OF FUNCTIONAL EXPENSES
For the Years Ended June 30, 2016 and 2015

	2016			
	Operating	Program	Fundraising	Total
Donated assets	$ -	$ 171,558	$ -	$ 171,558
Donated materials	10,493	-	-	10,493
Donated services	258,633	78,563	290,628	627,824
Support – instructional and student programs	-	369,307	-	369,307
Scholarships	-	476,260	-	476,260
Printing	8,701	2,695	3,290	14,686
Allowance for uncollected pledges	-	45,573	-	45,573
Investment fees	-	49,819	-	49,819
Office supplies	1,571	-	-	1,571
Postage	196	-	-	196
Other services	93,444	216,031	-	309,475
Total expenses	$ 373,038	$1,409,806	$293,918	$2,076,762

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
STATEMENTS OF FUNCTIONAL EXPENSES
For the Years Ended June 30, 2016 and 2015

| | 2015 (Restated, See Note 13) | | |
Operating	Program	Fundraising	Total
$ -	$ 47,043	$ -	$ 47,043
25,064	-	-	25,064
220,151	115,766	129,815	465,732
-	357,463	-	357,463
-	412,844	-	412,844
10,576	7,674	-	18,250
(46)	3,902	-	3,856
-	49,530	-	49,530
-	-	-	-
196	-	-	196
40,911	148,400	-	189,311
$296,852	$1,142,622	$129,815	$1,569,289

The accompanying notes are an integral part of these financial statements.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 1 - ORGANIZATION

The Riverside Community College District Foundation (the Foundation) was formed as a nonprofit corporation on October 21, 1975, to solicit funds, provide support for the programs and projects of the Riverside Community College District (the District), and to account for the issuance of scholarships to the students of the District. The Foundation also serves as a link between the District and the community.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Statement Presentation
The Foundation prepares its financial statements in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

The Foundation and the District are financially interrelated organizations as defined by the Financial Accounting Standards Board (FASB), Accounting Standards Codification 958-20, *Transfers of Assets to a Nonprofit or Charitable Trust that Holds Contributions for Others*. The Foundation reflects contributions received for the benefit of the District as revenue in its financial statements. The expenses related to these contributions are accounted for under program expenses.

Net Asset Classification
Under U.S. GAAP, funds that have similar characteristics are combined on the financial statements into three net asset categories: unrestricted, temporarily restricted, or permanently restricted.

Unrestricted net assets are not restricted by donors, or the donor–imposed restrictions have expired.

Temporarily restricted net assets contain donor–imposed restrictions that permit the Foundation to use or expend the assets as specified. These restrictions are satisfied either by the passage of time or by actions of the Foundation.

Permanently restricted net assets contain donor–imposed restrictions and stipulate that the resources be maintained permanently, but permit the Foundation to use, or expend part or all of the income derived from the donated assets for either specified or unspecified purposes.

Expiration of Donor-Imposed Restrictions
Temporarily restricted net assets have donor-imposed restrictions that permit the Foundation to use up or expend the donated assets as specified and are satisfied either by the passage of time or by actions of the Foundation. As the restrictions expire and become available for expenditure, the funds are released to unrestricted net assets.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value Measurements

The fair value of equity and debt securities with readily determinable fair values approximates their respective quoted market prices. All other financial instruments' fair values approximate their carrying amounts due to the short maturities of these instruments.

Endowment Funds

The Foundation endowment funds are subject to the Uniform Prudent Management of Institutional Funds Act of 2006 (UPMIFA) which has been enacted by the State of California. Donations made to the Foundation are classified as permanently restricted if the donor has stipulated the donation is to be held in perpetuity by the Foundation.

The Foundation has a spending policy which governs the funds to be transferred from the endowment. If the donor has provided endowment funds that are permanently restricted, the Foundation will obtain from the donor a description of any further restrictions to be placed on any earnings from the permanently restricted funds. If there are further restrictions, either program or time restrictions, the earnings are considered temporarily restricted until such time as the restrictions are met. Unspent earnings are returned to the corpus if required by the original agreement with the donor.

The Foundation's investment policy for endowment funds is to preserve and enhance the purchasing power while providing a relatively predictable, stable, and constant stream of earnings consistent with the Foundation's spending needs to enable the Foundation to provide scholarships to District students. Investments will be diversified to avoid undue risk and will be sufficiently liquid to meet operating requirements. Annual spending parameters take into consideration the rate of inflation and real growth of the pooled investment fund. Spending percentage will be equal to average earnings of the past three years, less inflation rate, at a maximum of 4.5 percent of a three-year average market value.

The permanently restricted balances at June 30, 2016 and 2015 were $8,064,784 and $7,776,369, respectively, and the balances designated by the board for scholarships were $66,665 and $18,653, respectively. The endowment funds consist of pooled investment funds. The activity in the permanently restricted net asset class is reflected in the statement of activities and changes in net assets. Amounts appropriated for expenditures and/or reclassification are shown as net assets released from restriction. Board designated balance is included in the unrestricted net asset class.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Public Support and Revenue
The Foundation receives substantially all of its revenue from direct donations and pledges. Revenues are reported as increases in unrestricted net assets unless use of the related asset is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Realized gains/losses and unrealized gains/losses on investments and other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law. Expiration of restrictions on the net assets (i.e. the donor-stipulated purpose has been fulfilled and/or the stipulated time period has elapsed) is reported as assets are released from restriction between the applicable classes of net assets.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of assets, other than cash, are recorded at their estimated fair value at the time of the gift.

Donated Assets, Services, and Facilities
The Foundation records the value of donated assets, services, and facilities when there is an objective basis available to measure their value. Donated facilities are reflected as support in the accompanying statements at their estimated values at date of donation and fair market value of facilities for the year. Donated assets, if received for the benefit of the Foundation, are capitalized at the stated donated value and depreciated in accordance with Foundation policies. When donated assets, services and facilities are passed through to the District, they are recorded as revenue from in-kind donations and expensed as in-kind distributions. During the years ended June 30, 2016 and 2015, all donated assets have been passed through to the District. Donated services are reflected in the accompanying statements when the criteria for recognition have been met and are recorded at fair value.

Charitable Remainder Unitrust Agreements
The Foundation is the beneficiary of two charitable remainder unitrust agreements administered by a third-party. The third-party administrator reports the present value of the Foundation's remainder interest annually. The remainder interest is recorded in accounts receivable and is classified as temporarily restricted and permanently restricted.

Income Tax
The Foundation is a charitable not-for-profit organization and is exempt from federal income taxes under the provisions of Section 501(c)(3) of the Internal Revenue and Code Section 23701(d) of the California Revenue and Taxation Code.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash Equivalents for Statements of Cash Flows

For purposes of the statements of cash flows, the Foundation considers all highly liquid unrestricted investments available for current use purchased with a maturity of three months or less at the purchase date to be cash equivalents, and does not include restricted cash.

Pledges Receivable

Contributions are recognized when the donor makes a promise to give to the Foundation that is, in substance, unconditional. Donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Foundation uses the allowance method to determine uncollectible unconditional promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made. Management has determined the amount of allowance for uncollectible promises to give at June 30, 2016 and 2015 to be $48,249 and $5,176, respectively.

Functional Allocation of Expenses

The costs of providing various programs and activities have been summarized on a functional basis. Accordingly, based upon management's estimates, certain costs have been allocated among the programs, support services, and fundraising activities.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period, as well as the disclosure of contingent assets and liabilities at the date of the financial statements and accompanying notes. While management believes that these estimates are adequate, actual results could differ from those estimates.

Reclassifications

Certain reclassifications have been made to the 2015 financial statements to conform to the 2016 presentation with no impact on net assets.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recent Accounting Pronouncements

In August 2016, the FASB issued ASU 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities* (Topic 958). This accounting principle is effective for fiscal years beginning after December 15, 2017. Early application of the amendments in this update is permitted. The amendments should be applied on a retrospective basis in the year that the update is first applied. The update makes certain improvements that address many of the identified issues about the current financial reporting for not for profit entities. The Foundation is currently assessing the potential impact of implementing this standard.

In June 2016, the FASB issued ASU 2016-13, *Financial Instruments—Credit Losses (Topic 326): Measurement of Credit Losses on Financial Statements*, which require a financial asset measured at amortized cost basis to be presented at the net amount expected to be collected. The measurement of expected credit losses is based on relevant information about past events, including historical experience, current conditions, and reasonable and supportable forecasts that affect the collectability of the reported amount. ASU 2016-13 will be effective for fiscal years beginning after December 15, 2020 and the transition method will be a cumulative-effect adjustment to net assets as of the beginning of the first reporting period. The Foundation is currently assessing the potential impact of implementing this standard.

In January 2016, the FASB issued ASU 2016-01, *Financial Instruments – Overall* (Subtopic 825-10): *Recognition and Measurement of Financial Assets and Financial Liabilities*, which updates certain aspects of recognition, measurement, presentation, and disclosure of financial instruments. ASU 2016-01 will be effective for the Foundation for fiscal years beginning after December 15, 2018. The Foundation is currently assessing the potential impact of implementing this standard.

In May 2015, FASB issued ASU 2015-07, *Fair Value Measurement* (Topic 850): Disclosures for Investments in Certain Entities That Calculate Net Asset Value per Share (or Its Equivalent), which removes the requirement to categorize within the fair value hierarchy all investments for which fair value is measured using the net asset value per share practical expedient. ASU 2015-07 also limits certain disclosures to investments for which the entity has elected to measure the fair value using the practical expedient. This ASU will be effective for the Foundation for fiscal years beginning after December 15, 2016. Early adoption is permitted and the amendments in ASU 2015-07 should be applied retrospectively to all periods presented. The Foundation is currently assessing the potential impact implementing this standard.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

In May 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers* (Topic 606). This accounting principle's effective date for fiscal years beginning after December 15, 2017 for nonpublic entities has been postponed for one year by ASU 2015-14. Additional guidance was issued under ASU 2016-12 and ASU 2016-08 with the same effective date. Early adoption is permitted for fiscal years beginning after December 15, 2016 and retrospective application is required. The update outlines a single comprehensive model for entities to use in accounting for revenue arising from contracts with customers and supersedes most current revenue recognition guidance, including industry-specific guidance. The Foundation is currently assessing the potential impact of implementing this standard.

NOTE 3 – RISKS AND UNCERTAINTIES

The Foundation has cash and cash equivalents in financial institutions that may or may not be insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 at each institution. At various times throughout the year, the Foundation may have cash balances at financial institutions which exceed the FDIC insurance limit. Additionally, the Foundation deposits are covered under the collateralization of governmental funds agreement which provides for collateralization of deposits with eligible securities at a rate of 110 percent of the deposit on hand. As of June 30, 2016, the balances held in financial institutions of $723,274 were not fully insured, but were collateralized with securities held by the financial institution, but not in the Foundation's name. Management reviews the balances and the financial condition of these financial institutions on a periodic basis and does not believe this concentration of cash results in a high level of risk for the Foundation.

The Foundation invests in various investment securities. Investment securities are exposed to various risks such as interest rate, market, and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term. The volatility of the market and credit institutions after June 30, 2016 could have a significant, negative effect on the Foundation's investments.

NOTE 4 – UNCONDITIONAL PROMISES TO GIVE

Unconditional promises to give at June 30, 2016 and 2015 consist of pledges and are due within the following schedule:

	2016	2015
Restricted	$645,402	$44,535
Unrestricted	247,731	53,816
Total promises to give	$893,133	$98,351

-14-

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 4 – UNCONDITIONAL PROMISES TO GIVE (Continued)

	2016	2015
Due within one year	$257,666	$56,648
Due within one to five years	679,311	46,879
Due in more than five years	28,000	-
Total promises to give	964,977	103,527
Less discounts to net present value	(23,595)	-
Less allowance for uncollectible promises to give	(48,249)	(5,176)
Net promises to give	$893,133	$98,351

Promises to give are discounted at 1.41 percent at June 30, 2016.

NOTE 5 - INVESTMENTS

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2016:

	2016		
	Adjusted Cost	Fair Market Value	Unrealized Gain
Equities	$2,104,117	$2,256,660	$ 152,543
Corporate bonds	1,067,743	1,102,467	34,724
Government bonds	66,642	69,863	3,221
Mutual funds	3,793,553	3,574,358	(219,195)
	$7,032,055	$7,003,348	$(28,707)

Investments are presented at fair value in the financial statements and are composed of the following at June 30, 2015:

	2015		
	Adjusted Cost	Fair Market Value	Unrealized Gain
Equities	$1,918,223	$2,094,820	$176,597
Corporate bonds	1,142,917	1,153,436	10,519
Government bonds	73,885	76,267	2,382
Mutual funds	3,462,086	3,518,434	56,348
	$6,597,111	$6,842,957	$245,846

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 5 – INVESTMENTS (Continued)

Market Value of Financial Assets and Liabilities

The Foundation determines the fair market values of certain financial instruments based on the fair value hierarchy established in U.S. GAAP which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1   Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2   Observable inputs other than level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

Level 3   Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2016 and 2015:

-16-

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 5 – INVESTMENTS (Continued)

Equities: Valued at the closing price in the active market on which the individual equities are traded.

Corporate and government bonds: Valued at the closing price reported in the active market on which the individual securities are traded.

Mutual funds: Valued at the closing price reported in the active market on which the individual securities are traded.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair value. Furthermore, while the Foundation believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The table below presents the balance of assets measured at fair value for 2016. There were no liabilities outstanding and measured at fair value as of June 30, 2016.

	Carrying Value at June 30, 2016	Level 1	Level 2	Level 3
Investments – corporate and government bonds	$1,172,330	$1,172,330	$ -	$ -
Investments – equities	2,256,660	2,256,660	-	-
Mutual funds	3,574,358	3,574,358	-	-
	$7,003,348	$7,003,348	$ -	$ -

The table below presents the balance of assets measured at fair value for 2015. There were no liabilities outstanding and measured at fair value as of June 30, 2015.

	Carrying Value at June 30, 2015	Level 1	Level 2	Level 3
Investments – corporate and government bonds	$1,229,703	$1,229,703	$ -	$ -
Investments – equities	2,094,820	2,094,820	-	-
Mutual funds	3,518,434	3,518,434	-	-
	$6,842,957	$6,842,957	$ -	$ -

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

**NOTE 6 – BENEFICIAL INTEREST IN FOUNDATION FOR CALIFORNIA
COMMUNITY COLLEGES OSHER ENDOWMENT**

The RCCD Foundation is participating in a gift-match program in conjunction with the Foundation for California Community Colleges and the Bernard Osher Foundation. There are two types of Osher Foundation Scholarships that the Foundation for California Community Colleges is managing. The first sets of scholarships were completely funded through an initial donation of $25,000,000 from the Osher Foundation and were allocated to each of the 112 California Community Colleges. Each year, Riverside Community College District Foundation receives scholarships to award based upon the Osher Foundation criteria. The RCCD Foundation does not include this investment on its financial statements.

The second sets of scholarships are funded through donations received by the RCCD Foundation and are included in the RCCD Foundation's financial statements with the approval of the Foundation for California Community Colleges. The value stated includes only the actual donation amount and does not include the Osher Foundation gift-match amount. All of the funds are managed by an investment firm hired by the Foundation for California Community Colleges.

NOTE 7 – CHARITABLE REMAINDER UNITRUST AGREEMENTS

Charitable remainder unitrust agreements are administered by the First Trust of America Company. The change in present value of these agreements for the years ended June 30, 2016 and 2015 were decreases of $16,388 and $13,525 respectively.

This information is reflected in the financial statements, allocated within the total for temporarily restricted and permanently restricted other income.

NOTE 8 – ACCOUNTS PAYABLE

Accounts payable for the Foundation consisted of the following:

	June 30,	
	2016	2015
Payable to District for program expenses	$121,570	$164,321
Vendor payables	2,790	836
	$124,360	$165,157

NOTE 9 – REFUNDABLE ADVANCES

During the year ended June 30, 2016, the Foundation was awarded a $250,000 grant to sustain and strengthen campus-based support and services that promote the health, wellbeing and higher education success of current and former foster youth across the District, through May 31, 2019. As of June 30, 2016, the entire grant was received. Of the total received, $10,500 had been incurred as general and administrative fees and thus recognized as revenue through the year ended June 30, 2016.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 10 – NET ASSETS

At June 30, temporarily restricted net assets were available for the following purposes:

	2016	2015
Scholarships	$ 512,862	$ 408,149
Programs	1,349,466	978,886
	$1,862,328	$1,387,035

At June 30, 2016 and 2015, investment earnings are permanently restricted net assets for scholarships.

NOTE 11 – RELATED PARTY TRANSACTIONS

The Foundation provides various levels of monetary support and service to the District. The transactions are recorded within the financial statements as instructional and student programs and scholarship expense. The Foundation has contributed $296,277 and $357,463 to the District for student programs for the years ended June 30, 2016 and 2015, respectively. The Foundation has contributed $349,886 and $412,844 to the District for student scholarships for the years ended June 30, 2016 and 2015, respectively. Additionally, the Foundation promised to give a total $5,833,783, of which $1,700,000 and $3,054,000 were to be passed through from the County of Riverside and the City of Riverside, respectively, under a memorandum of understanding with the District for construction of the Aquatics Complex. As of June 30, 2015, the Foundation owed $97,138. During the year ending June 30, 2016, the remaining balance of $92,218 was forgiven by the District.

The District provides office space and other support to the Foundation. The Foundation office is currently housed in a building, which is owned by the District, and is jointly used by both the District and the Foundation. The Foundation leases the property at a cost of $1.00 per year. This agreement expires November 30, 2018.

The Foundation received contributed employee services, other professional services, and materials valued at $505,984 and $490,796 from the District for the years ended June 30, 2016 and 2015, respectively.

RIVERSIDE COMMUNITY COLLEGE
DISTRICT FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2016 and 2015

NOTE 12 – PRIOR PERIOD ADJUSTMENT

Subsequent to the issuance of the financial statements for the year ended June 30, 2014, a restatement was made in recorded beneficial interest in charitable remainder unitrust agreements. This restatement was made and has the following effect on the beginning net assets for the year ended June 30, 2015:

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Beginning net assets, as previously reported	$135,067	$1,234,365	$6,281,427	$7,650,859
Adjustments to record beneficial interest in charitable remainder unitrust agreements	69,301		1,316,719	1,386,020
Balance as restated, June 30, 2014	$204,368	$1,234,365	$7,598,146	$9,036,879

NOTE 13 – SUBSEQUENT EVENTS

The Foundation's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through December 20, 2016, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

-20-

AhernAdcockDevlin

A Division of SingerLewak

To the Board of Directors
Riverside Community College District Foundation

We have audited the financial statements of Riverside Community College District Foundation (the "Foundation") for the year ended June 30, 2016, and have issued our report thereon dated December 20, 2016. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 3, 2016. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Foundation are described in Note 2 to the financial statements. The accounting policy for charitable remainder unitrust agreements was adopted during the year ended June 30, 2016, and is included in Note 2 to the financial statements. The application of existing policies was not changed during the year ended June 30, 2016. We noted no transactions entered into by the Foundation during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

- The fair market value of investments is based upon market analysis as of June 30, 2016. We have obtained information from the investment managers in determining the fair presentation of these amounts.

- Management's estimate of the allowance for uncollectible promises to give is based on an amount determined to be reasonable by management that is at least one percent of total promises to give, or specifically identified past due pledges that are likely to be uncollectible.

- Management's estimate of fair market value of donated services and materials, which is based on the actual cost of donated materials and hours allocated to the Foundation at the prevailing wage rate for the employees involved in the Foundation's activities, and cost of materials which is expected to approximate fair value at the time of donation.

1650 Iowa Avenue, Suite 200 Riverside, CA 92507 T 951.683.0672 F 951.686.7780

PrimeGlobal

To the Board of Directors
Riverside Community College District Foundation
Page 2

- Management's estimate of the allocation of functional expenses is based on usage, percentage of total and direct allocation of expenses.

- The forgiveness of debt was the write-off of the remaining balance due to the District that was originally estimated by management as the estimated construction costs that the Foundation was raising contributions for under a memorandum of understanding between the District and the Foundation.

We evaluated the key factors and assumptions used to develop the management estimates in determining that they are reasonable in relation to the financial statements taken as a whole. The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

The completion of our audit was delayed upon discovery of two unrecorded beneficial interest in charitable remainder unitrust agreements, which required additional time and effort to obtain information and calculate the basis for recording the interest.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. The attached schedule summarizes uncorrected misstatements of the financial statements. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The adjustment to record the beneficial interest in the two charitable reaminder unitrust agreements totaling $1,356,107 at June 30, 2016 was a material misstatement detected as a result of audit procedures and corrected by management.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 20, 2016.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a second opinion on certain situations. If a consultation involves application of an accounting principle to the Foundation's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

To the Board of Directors
Riverside Community College District Foundation
Page 3

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Foundation's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This information is intended solely for the use of the Board of Directors of the Foundation and is not intended to be, and should not be, used by anyone other than these specified parties.

Ahern Adcock Devlin LLP

December 20, 2016

To the Board of Directors
Riverside Community College District Foundation
Page 4

RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION

Summary of Passed Adjustments

June 30, 2016

(1)

Releases from restrictions (temporarily restricted)	$12,500	
Released to unrestricted		$12,500

To reverse Century Circle funds for $12,500
transferred to restricted funds.

AhernAdcockDevlin

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To the Board of Directors and Management
Riverside Community College District Foundation

In planning and performing our audit of the financial statements of Riverside Community College District Foundation (the "Foundation") as of and for the year ended June 30, 2016, in accordance with auditing standards generally accepted in the United States of America, we considered the Foundation's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the Foundation's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the following deficiency in the Foundation's internal control to be a material weakness:

Charitable Remainder Unitrust Agreements

During the audit, we became aware of two charitable remainder unitrust agreements ("unitrusts") that should have been recognized and recorded several years ago. While there were several individuals who were aware of the existence of the unitrusts, the requirement to record the agreements and annual activity was not considered. This breakdown in internal controls constitutes a deficiency in the Foundation's control system.

The Foundation should adopt a policy with respect to the initial recording of unitrusts as well as the annual change in valuation of the unitrusts. We recommend that a person with knowledge of accounting for not-for-profit organizations be made responsible for financial reporting to ensure communication with Foundation staff regarding these types of transactions and other potentially complex financial reporting issues to ensure complete reporting for the Foundation.

1650 Iowa Avenue, Suite 200 Riverside, CA 92507 T: 951.683.0672 F: 951.686.7780   **PrimeGlobal**

To the Board of Directors and Management
Riverside Community College District Foundation
Page 2

This communication is intended solely for the information and use of management, board of directors, and others within Riverside Community College District Foundation, and is not intended to be, and should not be, used by anyone other than these specified parties.

Ahern Adcock Devlin LLP

December 20, 2016

Agenda Item (IV-D-2)

Meeting   2/7/2017 - Committee

Agenda Item   Committee - Resources (IV-D-2)

Subject   Presentation for FY 2017-18 Governor's Budget Proposal

College/District District

Information Only

Background Narrative:

Staff will present information for the Board's review on the FY 2017-18 Governor's Budget Proposal released on January 10, 2017.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services

Attachments:

02072017_FY 2017-18 Governor's Budget Proposal - Presentation
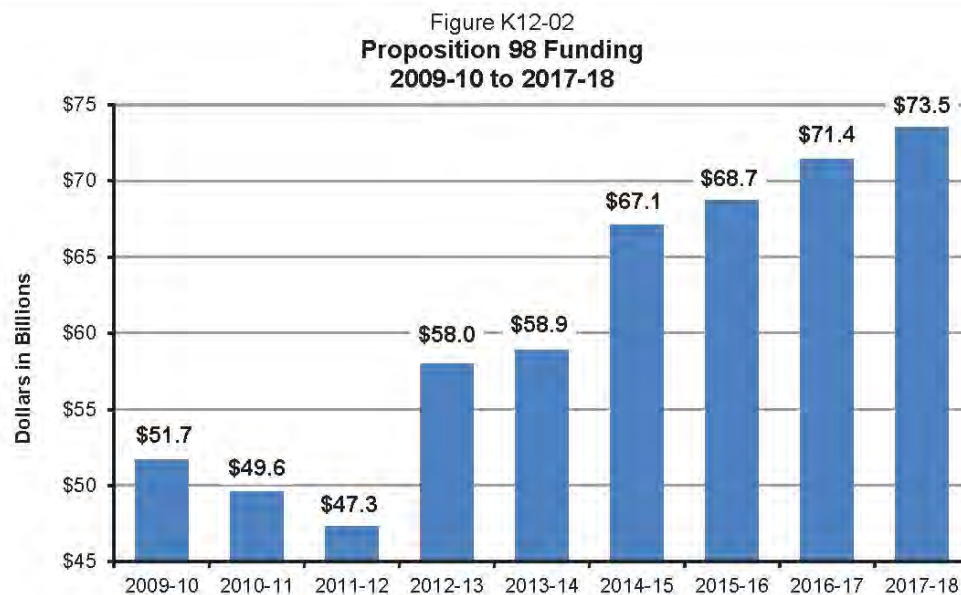
FY 2017-2018
Governor's Budget Proposal

February 7, 2017

Growth in the Proposition 98 Minimum Guarantee

- FY 2016-17 approved budget set the K-14 minimum guarantee at $71.9 billion…now revised to $71.4 billion.

- FY 2017-18 - Governor estimates the guarantee at $73.5 billion.
  - A year over year increase of 2.94%

Figure K12-02
Proposition 98 Funding
2009-10 to 2017-18

RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

FY 2017-2018 Governor's Budget Proposal

Base Changes

(In Millions)

Unrestricted Ongoing Revenues	State	RCCD
Access (1.34%/1.95 % - 575 credit FTES)	$ 79.3	$ 2.9
COLA (1.48%)	94.1	2.4
Base Increase	23.6	0.6
Total Unrestricted Ongoing Revenues	$ 197.0	$ 5.9
Unrestricted One-Time Revenues		
State Mandate Block Grant	$ -	$ -
Total Unrestricted Revenues	$ 197.0	$ 5.9

RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

FY 2017-2018 Governor's Budget Proposal

Base Changes

(In Millions)

Restricted Revenues	State	RCCD
Proposition 39 - Energy Efficiency	$ 52.3	$ 1.3
Deferred Maintenance & Instructional Equipment	43.7	1.1
Categorical Program COLA (1.48%)	5.4	0.1
Total Restricted Revenues	$ 101.4	$ 2.5

RCCD | RIVERSIDE COMMUNITY COLLEGE DISTRICT

FY 2017-2018 Governor's Budget Proposal

(In Millions)

Other	State	RCCD
Guided Pathways	$ 150.0	$ 3.7
Innovation Awards	20.0	?
F/T Student Success Grant Enrollment Growth	3.1	?
Online Education Initiative (Cost Savings)	10.0	-
Integrated Library System (Cost Savings)	6.0	-
State General Obligation Bond - Proposition 51	13.0	-
Total Other	$ 202.1	$ 3.7

Items to Consider

- Proposition 98 Guarantee – The CCC share should be 10.93%. The Governor's Budget Proposal funds the CCC share at 10.87%...some $45 million short of the guarantee.

- Proposition 51 - Public Schools Facilities Bond – The voters passed this proposition in November 2016. The CCC share is $2.0 billion and was to be allocated to community college districts, with approved projects, over a three year term at $667 million per year. There are 29 approved projects for FY 2017-18. The Governor's Budget Proposal funds 5 projects (life/safety) totaling $13 million.

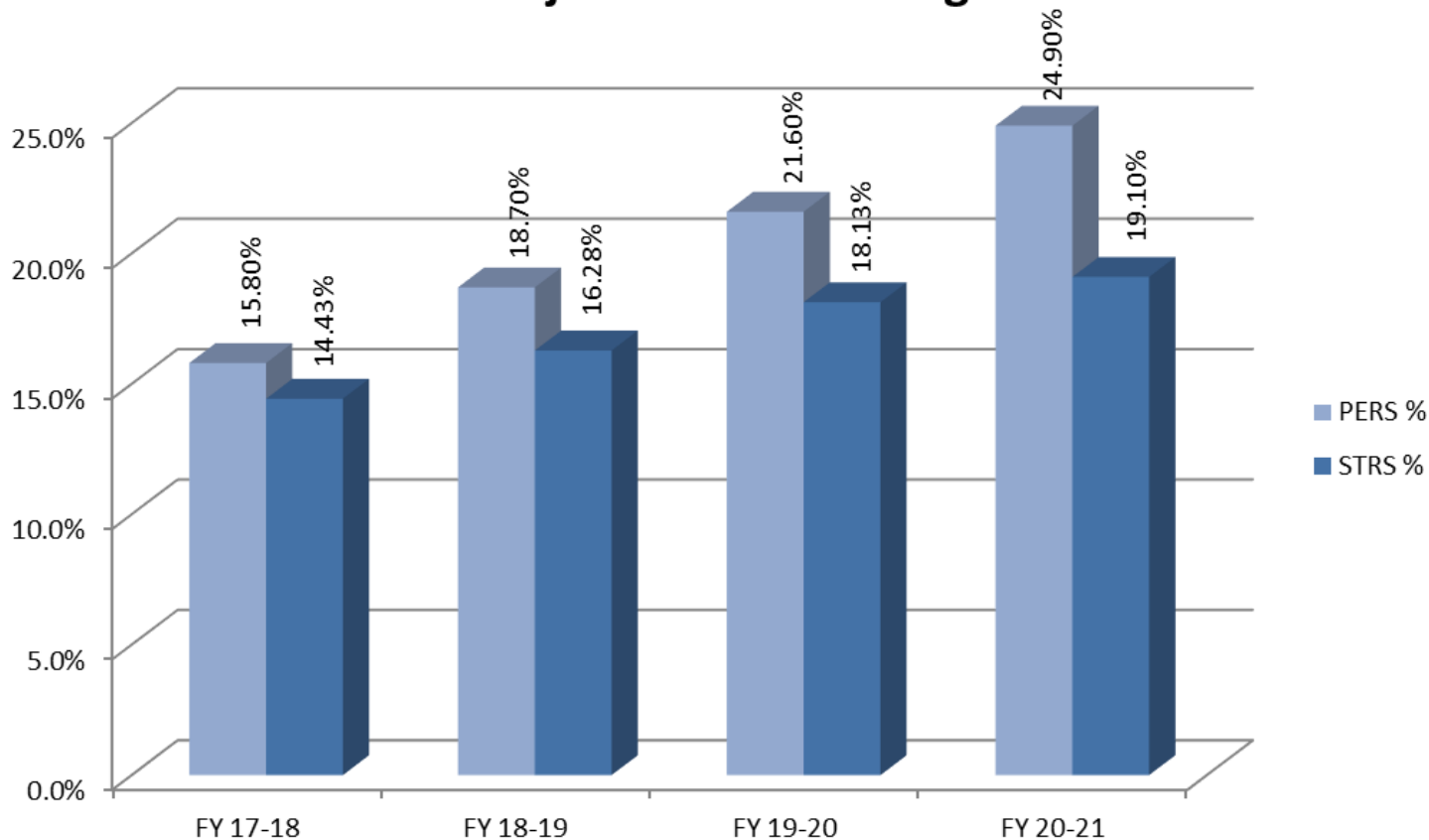**RCCD** | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

Items to Consider (continued)

- <u>Growth/Access</u> – Statewide, CCC enrollment growth has been slowing over the past couple of years. Three percent (3%) growth funding was provided in FY 2015-16 and two percent (2%) was provided in FY 2016-17. In FY 2015-16, $50+ million of unused growth funding was returned to the State. The Governor's Budget Proposal provides 1.34% growth funding, reflecting the downward enrollment trend.

- <u>Base Increase</u> – In FY 2015-16, a $267 million increase to Base funding was provided. In FY 2016-17, $75 million was provided. The Governor's Budget Proposal provides $23.6 million, a significant funding reduction to provide for increasing operating costs such as salary and benefits, health insurance and pension costs (see charts).
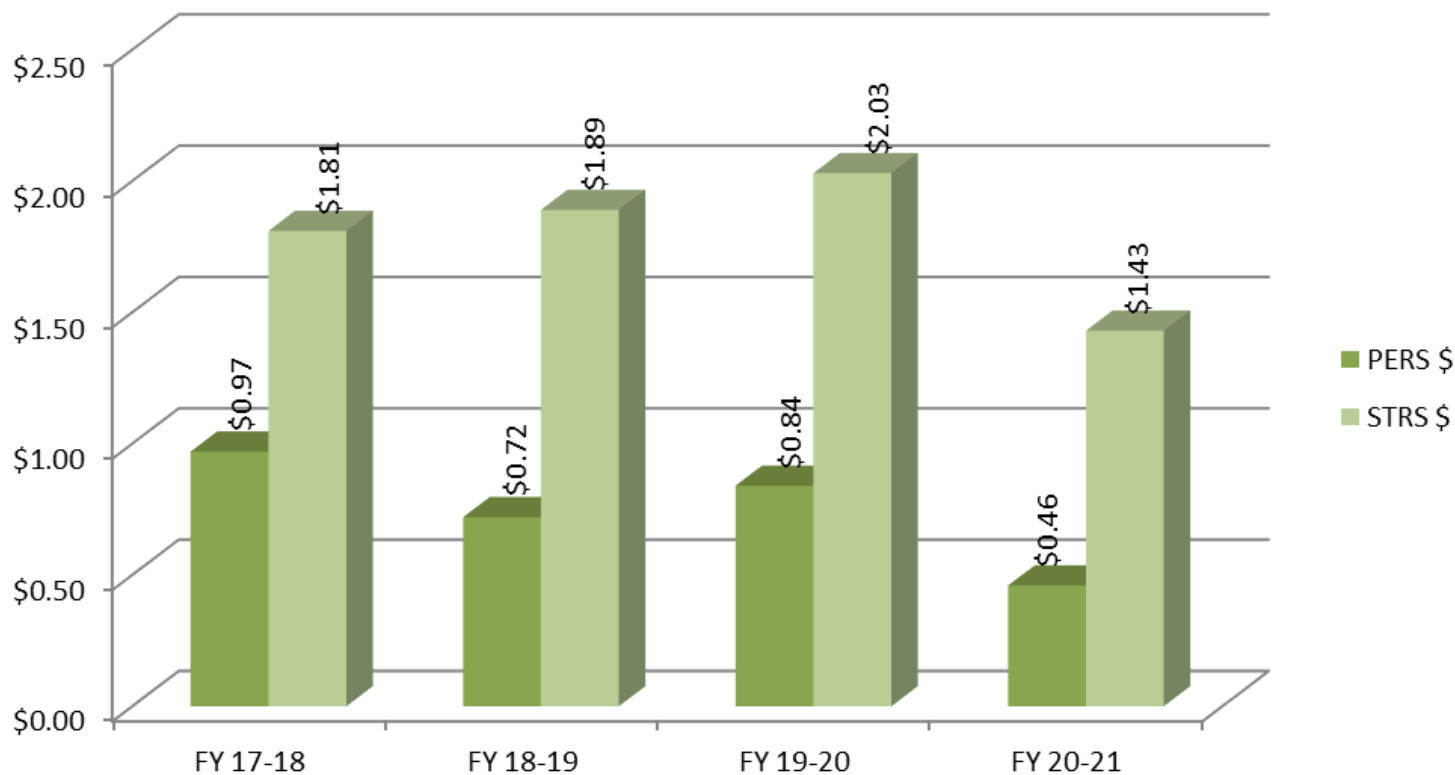
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RIVERSIDE COMMUNITY COLLEGE DISTRICT

PERS and STRS Projected % Rate Budget Increases

RIVERSIDE COMMUNITY COLLEGE DISTRICT

Agenda Item (IV-E-1)

Meeting	2/7/2017 - Committee
Agenda Item	Committee - Facilities (IV-E-1)
Subject	Agreement Amendment No. 4 for Project Labor Administration with Padilla and Associates, Inc.
College/District	District
Funding	District and Riverside City College Allocated Measure C Funds
Recommended Action	It is recommended that the Board of Trustees approve Agreement Amendment No. 4 in the amount not to exceed $60,000 for project labor administration with Padilla and Associates, Inc. for the two remaining construction projects: 1) the Culinary Arts Academy/District Office Building; 2) the Henry W. Coil, Sr. and Alice Edna Coil School for the Arts Building; and 3) extend their services through April 30, 2017, based on an anticipated Notice of Completion filed for both projects.

Background Narrative:

On June 15, 2010, the Board of Trustees approved an agreement with Padilla & Associates, Inc. in the amount not to exceed $1,600,000 to provide administrative assistance as required by the Project Labor Agreement (PLA) for Measure C projects within the Riverside Community College District. On November 18, 2014, the Board of Trustees approved Amendment No. 1 in the amount of $200,000 as the number of projects exceeded the projects envisioned when the PLA was originally passed by the Board. In April, 2015 Amendment No. 2 was executed for time extension only, without additional compensation for remaining projects. Lastly, on August 16, 2016, the Board of Trustees approved Amendment No. 3 in the amount of $105,000 for additional administrative services, for the two remaining construction projects: 1) the Culinary Arts Academy/District Offices (CAA/DO); and Coil School for the Arts (CSA), extending their services through December 31, 2016 based on an anticipated Notice of Completion filed for both projects.

As of December 31, 2016, all Notices of Completions for CAA/DO and CSA have not yet concluded, hence it is requested that the Board of Trustees approve Amendment 4 with Padilla & Associates, Inc. in the amount not to exceed $60,000 for additional administrative services, including Construction and Close-Out tasks and Deliverables for the two remaining projects: 1) CAA/DO; 2) CSA; and 3) extend their services through April 30, 2017, based on anticipated Notice of Completions filed for both projects. Amendment No. 4 would bring Padilla & Associates' total contract amount to $1,965,000. Details are listed on Exhibit A on the attached amendment for both CAA/DO and CSA.

Prepared By: Wolde-Ab Isaac, President, Riverside
Chris Carlson, Chief of Staff & Facilities Development
Bart Doering, Facilities Development Director

Attachments:

Amendment No 4_Padilla and Associates

FOURTH (4) AMENDMENT TO AGREEMENT
BETWEEN
RIVERSIDE COMMUNITY COLLEGE DISTRICT
AND
PADILLA & ASSOCIATES, INC.
(Project Labor Agreement)

This document amends the original agreement between the Riverside Community College District and Padilla & Associates, Inc., which was originally approved by the Board of Trustees on June 15, 2010.

The agreement is hereby amended as follows:

Additional compensation of this amended agreement shall not exceed $60,000, including reimbursable expenses, totaling agreement to $1,965,000. The term of this agreement shall be from the original agreement date of June 15, 2010, to the extended amended date of April 30, 2017, based on an anticipated Notice of Completion filed for both projects.

Payments and final payment shall coincide with original agreement.

Detailed scope of work shall be provided in Exhibits A, attached for both CAA/DO and CSA.

All other terms and conditions of the original agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

PADILLA & ASSOCIATES, INC.   RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: _____   By: _____
    Patricia K. Padilla   Aaron S. Brown
    President   Vice Chancellor
    211 E. City Place Drive   Business and Financial Services
    Santa Ana, CA 92706

Date: _____   Date: _____

Exhibit A

PADILLA
& ASSOCIATES

TRANSMITTED VIA E-MAIL: Bart.Doering@rccd.edu

December 21, 2016

Mr. Bart Doering
Facilities Development Director
Facilities, Planning & Development
Riverside Community College District
450 E. Alessandro Blvd., Riverside, CA 92508
Phone: (951) 222-8962

RE: RCC Culinary Arts Academy & District Offices (CAADO) Project

SUBJECT: Cost Proposal Extension: Project Labor Agreement and Labor Compliance
Services for Pre-Construction, Construction and Close-Out Task and
Deliverables

Dear Mr. Doering:

As requested, Padilla & Associates, Inc. (P&A) is pleased to submit for your review the enclosed cost
proposal extension for the scope of work under our existing RCCD Agreement for the Project Labor
Agreement and Labor Compliance Services for Pre-Construction, Construction and Close-Out Task and
Deliverables for the RCC Culinary Arts Academy & District Offices (CAADO) Project. This project will be
administered and enforced utilizing RCCD's Labor Compliance Program.

Should you have any questions regarding any aspect of the enclosed proposal, please feel free to
contact me or Tony Dupré at (714) 973-1335, or by e-mail at ppadilla@padillainc.com or
tdupre@padillainc.com.

Sincerely,

Patricia K. Padilla
President

Enclosures

Corporate Office
211 E. City Place Drive
Santa Ana, CA 92705
Phone (714) 973-1335

717 K Street, Ste. 427
Sacramento, CA 95814
Phone (714) 973-1335

PADILLA & ASSOCIATES, INC.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROJECT LABOR AGREEMENT AND LABOR COMPLIANCE ADMINISTRATOR SERVICES
RCC CULINARY ARTS ACADEMY & DISTRICT OFFICES (CAADO) COST PROPOSAL

June 16, 2016

PROJECT UNDERSTANDING

Campus: District
Project: RCC Culinary Arts Academy & District Offices
Estimated Project Budget: $33,134,262.00

TASK AND DELIVERABLES

The following table serves to identify the tasks and deliverables required in performing the PLA & LCP administrative duties. This project will be administered and enforced utilizing RCCD's Labor Compliance Program. Please see the proposal attached as "Exhibit A" to this proposal.

CONSTRUCTION TASK AND DELIVERABLES	
14	Work with local unions and general contracting community (union and non-union) via the dispatch process to identify and refer competent craft persons as needed for the project.
15	Promote employment of local residence toward meeting RCCD Local Hire goal of 50%.
16	Monitor, tract, and report contractor's utilization of local hires statistics in database.
17	At the request of a participating union to the PLA, obtain proof of contractor core employee and review to ensure compliance with the criteria set forth in the PLA.
18	Review submitted request in accordance with Article 5 Section 5 of the PLA to assess the contractor's eligibility for exemption.
19	Verify that the requested contractor's fringe benefits for their core workforce are equal to, or better than, those designated in the Schedule A's.
20	Secure and collect weekly Certified Payroll Records (CPR's) no later than the 10th of each month following the commencement of the work.
21	Issue discrepancy notices at least monthly to each prime contractor.
22	Make recommendations to withhold contract payments and withholdings equal to the amount of underpayments for unresolved discrepancies after second notices have been sent to the contractors.
23	Prepare withholding and penalty request to the Department of Industrial Relations on behalf of the District.
24	Perform jobsite field interviews.
25	Collect and reconcile jobsite field interviews against the respective CPR's.
26	Process and coordinate the enforcement of the PLA in response to work stoppages and lock-outs in accordance with Article 7 of the PLA.
27	Prepare and issue project specific submittal logs on a bi-monthly basis to RCCD and Tilden-Coil to facilitate/remedy areas of discrepancy or non-compliance.
28	Work with a representative of the Council, the contractor, and workers to settle grievances under Article 10 of the PLA.
29	Work with grieving parties to resolve disputes in accordance with the provisions set forth in Articles 7, 8 or 10 of the PLA.
30	Notify the District and contractor of all actions taken at steps 2 and 3 of Section 10.2 of the PLA, and participate as a neutral administrative party to all proceedings at such steps including Arbitration.

PADILLA & ASSOCIATES, INC.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROJECT LABOR AGREEMENT AND LABOR COMPLIANCE ADMINISTRATOR SERVICES
RCC CULINARY ARTS ACADEMY & DISTRICT OFFICES (CAADO) COST PROPOSAL

31	Perform ongoing monitoring to ensure compliance by all contractors and subcontractors in accordance with the PLA.
32	Monitor apprenticeship ratio in accordance with the PLA, and issue cure notices as necessary.
33	Respond to inquiries and complaints from third parties.
34	Provide technical assistance to Contractors and subcontractors.
35	Receive worker complaints, conduct labor investigations, issue findings, process Notice of Contractor Withholding and conduct labor proceedings with DIR and District legal counsel.
36	Maintain project specific files and electronic databases (contractors, unions, Letter of Assent, Core Employee List, DAS 140, third party requests, etc.)
37	Respond to RFI's regarding the PLA and other Labor Compliance requirements from contractors, subcontractors, unions, and other parties.
38	Prepare quarterly reports relative to Local Hire and Apprentice Utilization of RCCD service area residents.
PROJECT CLOSE-OUT TASK AND DELIVERABLES	
39	Initiate final audit of PLA and LCP contractor documents.
40	As a part of the final acceptance, ensure that all outstanding final documentation required of the contractor has been received.
41	Secure certification from each contractor and subcontractor has paid all fringe benefit contributions due and owing to the appropriate Trust or fringe benefit program prior to the release of final payment/retention, as applicable.
42	Prepare final project close-out report.

EXHIBIT "A"

PADILLA & ASSOCIATES, INC.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROJECT LABOR AGREEMENT AND LABOR COMPLIANCE ADMINISTRATOR SERVICES
RCC CULINARY ARTS ACADEMY & DISTRICT OFFICES (CAADO) COST PROPOSAL

FIXED FEE SCHEDULE	FIXED PRICE
	CONTRACT
PROJECT:	
RCC CULINARY ARTS ACADEMY & DISTRICT OFFICES - Budget: $33,134,262.00	
Current Project Duration - 28 Months: Pre-Construction February 2014, *Construction*: March 2014 – May 2016	$225,000.00 *
Projected Project Extension Duration - 7 Months: On-Going Construction: June 2016 – December 2016	$41,415.43 *
Projected Project Extension Duration - 4 Months: On-Going Construction: January 2016 – March 2017, Close-out April 2017	$23,665.96 *
SCOPE OF SERVICES:	
➢ Project Labor Agreement and Labor Compliance Administrator Services	
➢ This project will be administered and enforced utilizing Padilla & Associates, Inc.'s Labor Compliance Program.	
TOTAL FIXED PRICE FEE SCHEDULE	$290,081.39 *

*Fixed Price Fee Schedule is reflective of rates which include a 4% escalation in effect January increase per calendar year and associated travel and material costs.

Exhibit A

PADILLA
& ASSOCIATES

TRANSMITTED VIA E-MAIL: Bart.Doering@rccd.edu

December 21, 2016

Mr. Bart Doering
Facilities Development Director
Facilities, Planning & Development
Riverside Community College District
450 E. Alessandro Blvd., Riverside, CA 92508
Phone: (951) 222-8962

RE:	**Coil, School of the Arts (CSA) Project (1 Project)**
SUBJECT:	**Cost Proposal Extension: Project Labor Agreement and Labor Compliance Services for Pre-Construction, Construction and Close-Out Task and Deliverables**

Dear Mr. Doering:

As requested, Padilla & Associates, Inc. (P&A) is pleased to submit for your review the enclosed cost proposal extension for the scope of work under our existing RCCD Agreement for the Project Labor Agreement and Labor Compliance Services for Pre-Construction, Construction and Close-Out Task and Deliverables for the RCCD Coil, School of the Arts (CSA) Project (1 Project). This project will be administered and enforced utilizing RCCD's Labor Compliance Program.

Should you have any questions regarding any aspect of the enclosed proposal, please feel free to contact me or Tony Dupré at (714) 973-1335, or by e-mail at ppadilla@padillainc.com or tdupre@padillainc.com.

Sincerely,

Patricia K. Padilla
President

Enclosures

Corporate Office
211 E. City Place Drive
Santa Ana, CA 92705
Phone (714) 973-1335

717 K Street, Ste. 427
Sacramento, CA 95814
Phone (714) 973-1335

PADILLA & ASSOCIATES, INC.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROJECT LABOR AGREEMENT AND LABOR COMPLIANCE ADMINISTRATOR SERVICES
COIL SCHOOL OF THE ARTS (CSA) COST PROPOSAL

December 21, 2016

PROJECT UNDERSTANDING

Campus: District
Project: Coil School of the Arts Project (1 Project)
Estimated Project Budget: $43,088,000.00

TASK AND DELIVERABLES

The following table serves to identify the tasks and deliverables required in performing the PLA & LCP administrative duties. This project will be administered and enforced utilizing RCCD's Labor Compliance Program. Please see the proposal attached as "Exhibit A" to this proposal.

	CONSTRUCTION TASK AND DELIVERABLES
14	Work with local unions and general contracting community (union and non-union) via the dispatch process to identify and refer competent craft persons as needed for the project.
15	Promote employment of local residence toward meeting RCCD Local Hire goal of 50%.
16	Monitor, tract, and report contractor's utilization of local hires statistics in database.
17	At the request of a participating union to the PLA, obtain proof of contractor core employee and review to ensure compliance with the criteria set forth in the PLA.
18	Review submitted request in accordance with Article 5 Section 5 of the PLA to assess the contractor's eligibility for exemption.
19	Verify that the requested contractor's fringe benefits for their core workforce are equal to, or better than, those designated in the Schedule A's.
20	Secure and collect weekly Certified Payroll Records (CPR's) no later than the 10th of each month following the commencement of the work.
21	Issue discrepancy notices at least monthly to each prime contractor.
22	Make recommendations to withhold contract payments and withholdings equal to the amount of underpayments for unresolved discrepancies after second notices have been sent to the contractors.
23	Prepare withholding and penalty request to the Department of Industrial Relations on behalf of the District.
24	Perform jobsite field interviews.
25	Collect and reconcile jobsite field interviews against the respective CPR's.
26	Process and coordinate the enforcement of the PLA in response to work stoppages and lock-outs in accordance with Article 7 of the PLA.
27	Prepare and issue project specific submittal logs on a bi-monthly basis to RCCD and Tilden-Coil to facilitate/remedy areas of discrepancy or non-compliance.
28	Work with a representative of the Council, the contractor, and workers to settle grievances under Article 10 of the PLA.
29	Work with grieving parties to resolve disputes in accordance with the provisions set forth in Articles 7, 8 or 10 of the PLA.
30	Notify the District and contractor of all actions taken at steps 2 and 3 of Section 10.2 of the PLA, and participate as a neutral administrative party to all proceedings at such steps including Arbitration.

PADILLA & ASSOCIATES, INC.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROJECT LABOR AGREEMENT AND LABOR COMPLIANCE ADMINISTRATOR SERVICES
COIL SCHOOL OF THE ARTS (CSA) COST PROPOSAL

31	Perform ongoing monitoring to ensure compliance by all contractors and subcontractors in accordance with the PLA.
32	Monitor apprenticeship ratio in accordance with the PLA, and issue cure notices as necessary.
33	Respond to inquiries and complaints from third parties.
34	Provide technical assistance to Contractors and subcontractors.
35	Receive worker complaints, conduct labor investigations, issue findings, process Notice of Contractor Withholding and conduct labor proceedings with DIR and District legal counsel.
36	Maintain project specific files and electronic databases (contractors, unions, Letter of Assent, Core Employee List, DAS 140, third party requests, etc.)
37	Respond to RFI's regarding the PLA and other Labor Compliance requirements from contractors, subcontractors, unions, and other parties.
38	Prepare quarterly reports relative to Local Hire and Apprentice Utilization of RCCD service area residents.
PROJECT CLOSE-OUT TASK AND DELIVERABLES	
39	Initiate final audit of PLA and LCP contractor documents.
40	As a part of the final acceptance, ensure that all outstanding final documentation required of the contractor has been received.
41	Secure certification from each contractor and subcontractor has paid all fringe benefit contributions due and owing to the appropriate Trust or fringe benefit program prior to the release of final payment/retention, as applicable.
42	Prepare final project close-out report.

EXHIBIT "A"

PADILLA & ASSOCIATES, INC.
RIVERSIDE COMMUNITY COLLEGE DISTRICT
PROJECT LABOR AGREEMENT AND LABOR COMPLIANCE ADMINISTRATOR SERVICES
COIL SCHOOL OF THE ARTS (CSA) COST PROPOSAL

FIXED FEE SCHEDULE	FIXED PRICE CONTRACT
PROJECT:	
COIL SCHOOL OF THE ARTS PROJECT (1 PROJECT) - Budget: $43,088,000.00	
Current Project Duration - 25 Months: Pre-Construction May 2014, Construction: June 2014 – May 2016	$244,843.72 *
Projected Project Extension Duration - 7 Months: On-Going Construction: June 2016 – December 2016	$63,478.03 *
Projected Project Extension Duration - 4 Months: On-Going Construction: January 2017 – March 2017, Close-out April 2017	$36,273.16 *
SCOPE OF SERVICES:	
➤ Project Labor Agreement and Labor Compliance Administrator Services	
➤ This project will be administered and enforced utilizing Padilla & Associates, Inc.'s Labor Compliance Program.	
TOTAL FIXED PRICE FEE SCHEDULE	$344,594.91 *

*Fixed Price Fee Schedule i=sum(s reflective of rates which include a 4% escalation in effect January increase per calendar year and associated travel and material costs.