

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees Annual Planning Meeting(s) –
September 14, 2004 and September 15, 2004 – 6:00 p.m.,
Board Room AD122, Riverside City Campus

Participants:

Board of Trustees
Michael Bazarich, Consultant
Tom Johnson, Advisor to the President
Marcia McQuern, Consultant

Cabinet

Salvatore G. Rotella, President*
James Buysse, Vice President, Administration and Finance*
Linda Lacy, Interim Vice President, Student Services*
Ray Maghroori, Vice President, Academic Affairs*
Brenda Davis, Provost, Norco Campus*
Richard Tworek, Provost, Moreno Valley Campus*
Virginia MacDonald, Chief of Staff*
Monica Flores, Director, Diversity, Equity and Compliance/Assistant to the President
Lyn Greene, Associate Dean, Governmental Relations
Richard Keeler, Director, Grant and Contract Services
Rosella Marilao, Associate Vice President, Human Resources*
Jim Parsons, Associate Vice President, Public Affairs and Institutional Advancement*
Aan Tan, Associate Vice President, Facilities*
Bill Vincent, Associate Dean, Ben Clark Academy

Invited Guests

Ruth Adams, Assistant to the President
Lorraine Anderson, Associate Dean, Admissions and Records
Pankaj Bajaj, Director, Effectiveness Services
Bob Bramucci, Dean, Open Campus
Aaron Brown, Associate Vice President, Finance
Patricia Bufalino, Vice President, Academic Senate (Moreno Valley Campus)*
Daria Burnett, Dean, Student Services (Moreno Valley Campus)
Shelagh Camak, Dean, Workforce Preparation
Amy Cardullo, Director, RCC Foundation
Tish Chavez, Confidential Representative*
Lisa Conyers, Dean, Instruction (Moreno Valley Campus)
Michelle Davila, CSEA Representative*
Gina Grace, Student Trustee
Michelle Haeckel, Administrative Secretary III
Irv Hendrick, Dean, Education
Glenn Hunt, Interim Dean, Instruction, Riverside Campus
Kristina Kauffman, Dean, Faculty
Dawn Lindsay, Dean, Academic and Student Affairs (Norco Campus)
Richard Mahon, Assistant Professor, Humanities*
Marilyn Martinez-Flores, Director/Passport Plus
Virginia McKee-Leone, President, Academic Senate*
Susan Mills, Associate Professor, Mathematics
Carolyn Quin, Dean, Riverside School for the Arts
Bonavita Quinto-MacCallum, Dean, Student Services
Karin Skiba, CTA President (Norco Campus)
Sylvia Thomas, Associate Vice President, Instruction, Riverside Campus
David Torres, Director, Institutional Effectiveness
Beatriz Vasquez, Interim Associate Dean, Academic and Student Affairs (Norco Campus)
Ron Vito, Dean, Occupational Education
Tom Wagner, Vice President, Academic Senate (Norco Campus)*
Diana Webster, Associate Professor, Business Administration (Moreno Valley Campus)
Heidi Wills, Administrative Secretary, Board of Trustees

*Strategic Planning Executive Committee

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees Annual Planning Meeting – September 14, 2004 - 6:00 p.m.,
and September 15, 2004, 6:00 p.m., Board Room AD122, Riverside Campus

AGENDA

Light Supper

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.

- | | | |
|------|---|---|
| I. | <u>Review of Agenda and Expected Outcomes</u> (30 minutes) | Salvatore G. Rotella,
President |
| II. | <u>Review of the McIntyre Scan</u> (30 minutes)
- Facilitated review of the significant findings from the McIntyre Report. | Raj Bajaj, Director,
Effectiveness Services |
| III. | <u>Comments from the Public</u> | |
| IV. | <u>Review and Update on RCCD 2003-2004 and Draft Strategic Planning Process Update, June 2004</u> (1 hour)
- Facilitated review and dialogue regarding RCCD Strategic Planning.
Information Only | Office of Academic
Affairs:
Ray Maghroori
Susan Mills
Raj Bajaj |
| V. | <u>Comments from the Public</u> | |

Stretch Break (10 minutes)

- | | | |
|-----|---|--|
| VI. | <u>Accreditation Self-Study Update and Review of Timeline and Critical Dates</u> (1 hour)
- Facilitated review and dialogue regarding the Accreditation Self-Study and Timeline
Information Only | Tom Johnson,
Advisor to the President |
|-----|---|--|

VII. Comments from the Public

VIII. Adjourn the Meeting until Wednesday, September 15, 2004 – 6:00 p.m., Board Room AD122, Riverside Campus

Light Supper

VIV. Reconvene the Meeting (Wednesday, September 15, 2004 – 6:00 p.m.)

X. Economic Impact Report (45 minutes) Michael Bazdarich,
- Facilitated review and dialogue on the Economic Senior Economist,
Impact of the District in the region. UCLA Anderson
Information Only Forecast

XI. Comments from the Public

Stretch Break (10 minutes)

XII. Riverside Community College District: An Audit of Administration (2 ½ hours) Marcia McQuern,
- A facilitated review and discussion of the audit Consultant
report on administration
Recommended Action: Consensus and Adoption of Guiding Principles

XIII. Comments from the Public

XIV. Adjournment

Attachments:

- Strategic Plan
- Strategic Planning Process Update – September 2004
- Accreditation Self-Study Update
- Riverside Community College District: An Audit of the Administration

Enrollment Projections

Chuck McIntyre Revisited
September 14th, 2004

Methodology

- Conduct an external environmental scan
- Analyze enrollment demands, fluctuations and market penetration
- Prepare 20 year Enrollment Projections
- Draw Implications from the above work for Strategic Planning

Enrollment Trends and their Causes

- What are the major enrollment trends and their causes at RCCD
- What impact is exerted by factors under RCCD control
- What impact is exerted by factors not under RCCD control
- To what extent does RCCD serve those in its communities
- To what extent should RCCD serve those in its communities

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Historical Summary

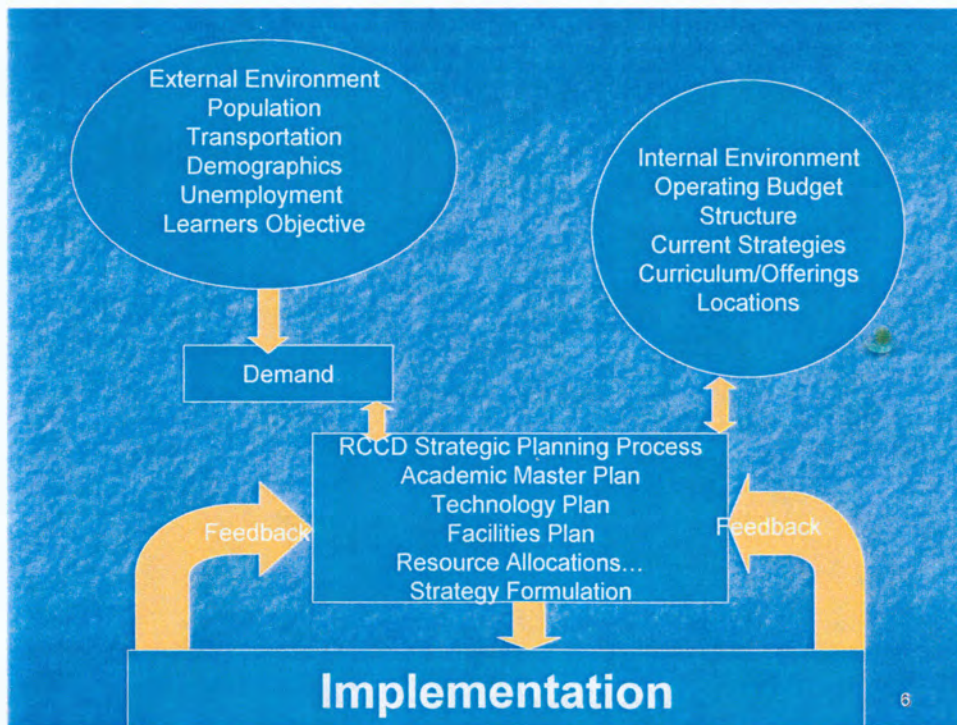
- **1973-81 Large fluctuations, with decline in 1978 (Rapidly Increasing area population and Prop 13)**
- **1982-85 Four years of consistent and substantial decline (cut in certain course offerings the state would support, 1984 imposition of a first-ever student fee)**
- **1986-92 Robust growth for seven straight years (Population growth, increased budget, 1992, 16% of total FTES was unfunded)**
- **1993-95 Another decline, punctuated by large drop in 1993 (largest increase in student fee costs, area residents migrated)**
- **1995-2000 Renewed enrollment growth, at largest rate in RCCD's history (concurrently enrolled, budget increases and population growth)**
- **2000-2004 Large Fluctuations**

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The Numbers Game

- Chancellor's office Flow Chart for Enrollment Projections (Appendix C)
- All about Projections (Appendix A)

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Enrollment Analysis at RCCD External Environment

- **Population of RCCD service areas**
- **Student Tuition and fees**
- **Unemployment (or economic measure) in RCCD service areas**
- **Residence (in-district, out-of-district, nonresident)**
- **Demographics (age, race and ethnicity, gender, citizenship)**
- **Learners Objective**

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Job Outlook

Is Strong in

- **Construction**
- **Warehousing and Distributing goods**
- **Information systems and technology**
- **Manufacturing and transportation**
- **Service Areas**
 1. **Registered Nurses**
 2. **Auto Technicians**
 3. **General Secretaries**
 4. **Teacher Aides (Paraprofessional)**
 5. **Health Care**
 6. **Licensed Vocational Nurses**
 7. **Welders and Cutters**
 8. **Emergency Medical technicians**
 9. **Dental Hygienists**
 10. **Real Estate Agents, drafters, electronic and engineering technicians, and legal assistants in the Riverside County area.**

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Enrollment Analysis at RCCD Internal Environment

- **RCCD own student fees**
- **RCCD operating Budget**
- **Organization (credit, noncredit, community services)**
- **Curriculum/Offerings**
- **Facilities**
- **Structure and Delivery (on-campus, off-campus, distance education)**

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RCCD Attributes

- **Service Area of more than sixteen cities**
- **Currently enrolls over 30,000 students**
- **Area's Demographic Profile is mostly young and diverse**
- **RCCD's Market Penetration has improved substantially (enrollment divided by service area adult population)**
- **Most Area growth will be among Hispanics (though all racial and ethnic will increase in numbers)**

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- Increasing Need for curriculum in basic skills and pre-collegiate developmental work (Appendix B)
- Populations conditions suggest that RCCD will face increased enrollment demand under virtually any scenario
- Unique Character of Inland Job Market
- Worsening Inland Empire Transportation

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Suggested Strategies to meet expected Enrollment Projection

- **Minimize Cost Increases that students face as they commute to and from class**
- **Provide Child Care Services**
- **Have adequate Facilities and Staff**
- **Strategically-located off Campus Instructional sites**
- **More online Instruction(Hybrid, Web Enhanced, online...)**

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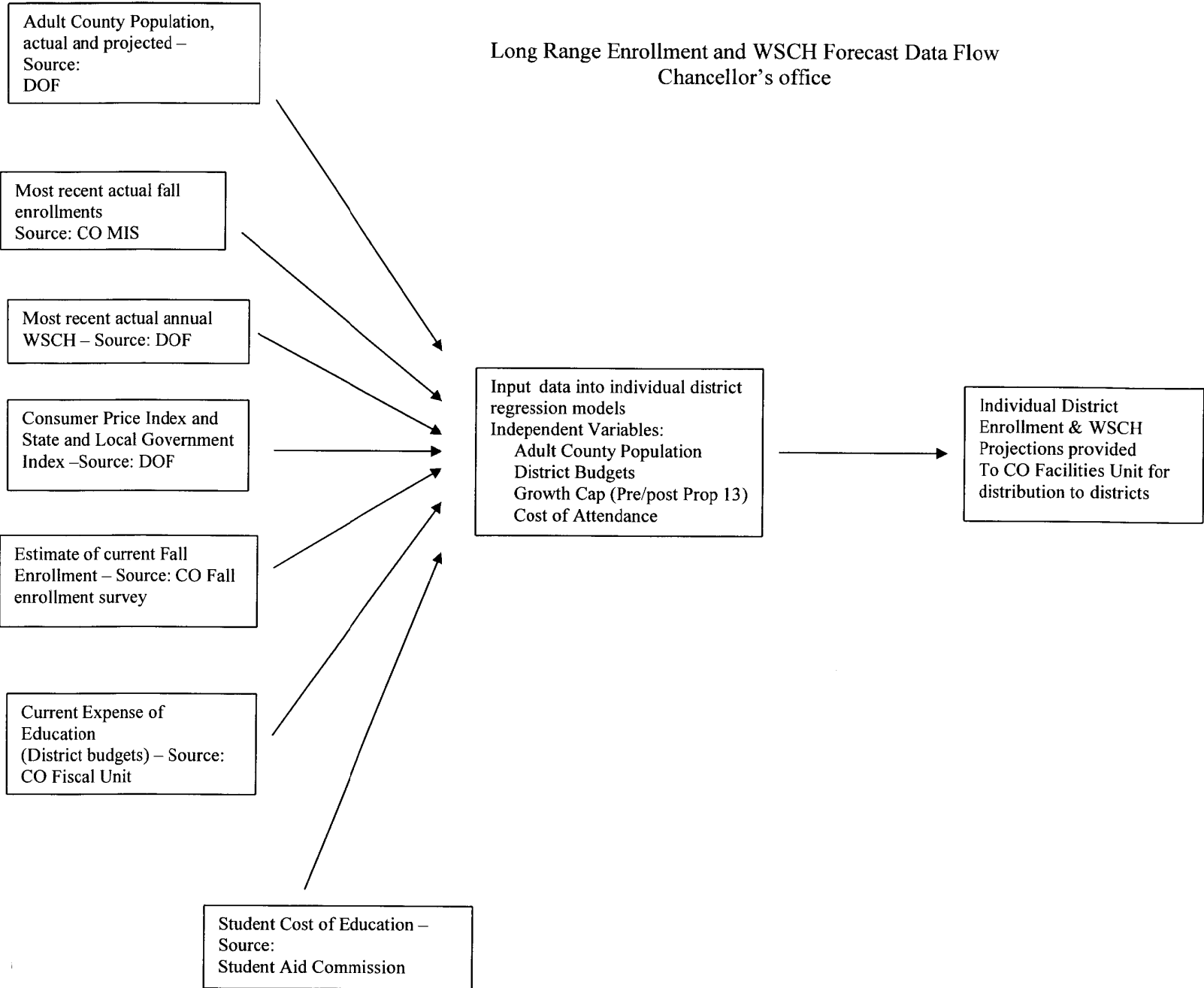
- **May need to develop other sources of operating revenue like donations, grants, contracts and community education and educational-industrial partnership**
- **Steps must be taken to advertise and distribute financial aid to the most price-sensitive-typically low socioeconomic-students.**
- **Form a Number of Strategic Partnerships with area agencies and businesses**
- **Optimize Curriculum/course offerings**

Comparison Between 2000-2004 for Section Offerings				
Discipline	Fall 2000	Fall 2002	Fall 2004	% Increase 2000-2004
ENG	209	256	301	44.02%
REA	41	47	50	21.95%
MAT	175	196	236	34.86%

Source: Datatel
Compiled By: Raj Bajaj

Appendix C

Long Range Enrollment and WSCH Forecast Data Flow
Chancellor's office



Appendix A
Draft Enrollment Projections By Campus for 2004-2015 (Fall Term)

	Service Area Adult Population											Total Head Count Enrollments for Fall Term								
	2003	2004	2005	2006	2007	2008	2009	2010	% Increase from 2004-2010	2015	2020	2003	2004	2005	2006	2007	2008	2009	2010	2015
												Act	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj
Riverside	238767	242534	246301	250528	254755	258981	263208	267435	10.27%	284735	303530	18628	19481	19783	20057	20306	20533	20739	20927	22800
Moreno Valley	170246	173759	177273	181557	185841	190126	194410	198694	14.35%	215347	232251	6030	6337	6761	7147	7497	7815	8105	8368	11000
Norco	166287	170750	175212	180832	188452	192072	197692	203312	19.07%	226334	251098	6590	7056	7596	8087	8534	8940	9309	9645	13000
District Total Fall Term	575300	587043	598786	612917	629048	641179	655310	669441	14.04%	726416	786879	31248	32874	34140	35291	36337	37288	38153	38940	46800
CM Projections												32080	31789	32748	33992	35349	37479	39120	39896	46303
CCCCO Projection as of 2002														40142				45171		
CCCCO Projection as of 2003													33745	34890	36066	37292	38251	38946	39937	46180

Source: McIntyre Report and CO
Definitions
Population Projections were obtained in April 2003 from the Southern Association of Governments

Appendix A
Draft Enrollment Projections By Campus for 2004-2015 (Fall Term)

	FTES										FTEF (Excluding Overload)								
	2003	2004	2005	2006	2007	2008	2009	2010	% Increase from 2003-2010	2015	2003	2004	2005	2006	2007	2008	2009	2010	%Change from 2003 to 2010
	Act	(Tar)	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Rev Proj	Act								
Riverside	5981.5	6400	6499.13	6589.2	6691.2	6765.9	6833.84	6895.7	15.28%	7513	356.411	381.35	387.25	392.62	398.7	403.15	407.2	410.89	15.28%
Moreno Valley	1936.2	2082	2221.25	2347.8	2462.9	2567.6	2662.66	2749.1	41.99%	3614	115.37	124.06	132.35	139.9	146.76	152.99	158.66	163.81	41.99%
Norco	2116.1	2318	2495.53	2656.9	2803.6	2937	3058.28	3168.5	49.73%	4271	126.089	138.12	148.7	158.31	167.06	175	182.23	188.8	49.73%
District Total Fall Term	10034	10800	11215.9	11594	11958	12271	12554.8	12813	27.70%	15398	597.87	643.53	668.31	690.84	712.51	731.15	748.08	763.49	27.70%
	23001	24198	25129.9	25977	26792	27493	28129.7	28709	24.82%	35297									
CM Projections																			
CCCCO Projection as of 2002																			
CCCCO Projection as of 2003																			

Source: McIntyre Report and CO
Definitions
Population Projections were obtained in April 2003 from the Southern Association of Governments

Appendix A
Draft Enrollment Projections By Campus for 2004-2015 (Fall Term)

	Space		
	2003 Act (Actual Assignable excluding Leased space)	2010	% Change
Riverside	360220	415276	15.28%
Moreno Valley	77339	109810	41.99%
Norco	83194	124570	49.73%
District Total Fall Term	520753	665011	27.70%
CM Projections			
CCCCO Projection as of 2002			
CCCCO Projection as of 2003			

Source: McIntyre Report and CO Definitions
Population Projections were obtained in April 2003 from the Southern Association of Governments

Strategic Planning Update

Riverside Community College District
Board of Trustees
Annual Planning Meeting
September 14, 2004

Background

- WASC accreditation recommendation
- Preparation for transition to three-college District
- Rapid growth and increasing complexity of District

Important Steps

- Adoption of Strategic Planning Model
March 7, 2002
- Curriculum-Centered Strategic Planning Model (CCSPM)

Strategic Planning Process Goals

- Enhance District's planning and operational focus on learners and their objectives
- Enhance alignment – both internally and externally
- Support transition to three-college District
- Promote innovation and improved quality through assessment
- Enhance ability to secure outside resources

Planning Process Accomplishments Phase I

- Adoption of curriculum-centered strategic planning model
- Creation of planning culture
- Development of planning principles

RCCD Entity Planning Principles

Approved by the Strategic Planning Executive Committee,
April 9, 2004

- Learner-Centered Curriculum Model (LCCM) will prevail
- One Curriculum
- Complete sciences and liberal arts core at each college
- All entities will use a single catalog
- Common (unduplicated) course numbering scheme
- Common course outline
- All courses transferable within District

One Student Contract

- Contract items delineated in Student Handbook
- Contract includes:
 - Matriculation regulations
 - Limitations on Enrollment
 - Programs of Study
 - Degree and Certificate requirements
 - Attendance and grading policies
 - Students rights and responsibilities

College of Record/Student Records

- District Student Application
- Student will designate home College at the time of application, but this may change due to their course of study, etc.
- District Student Transcript

Common Operational Principles

- One Employment Agreement per Bargaining Unit
- One Student Handbook
- One Faculty Handbook
- One Management Handbook
- One District Calendar
- Standard Policies, Processes, and Procedures
- Campus Information - Hours of operations may vary from college to college
- All entities operate on one District calendar

Same WASC Accreditation Cycle for all Colleges

- Accreditation reports and visits take place at the same time and according to one calendar
- The District office will coordinate accreditation reports and visits

Chancellor Office Relations

- The District office will coordinate all chancellor office relations in regards to finance, academic, facility planning, data reporting, and related issues

State and Federal Relations

- The District office will coordinate all relations with state and federal authorities in regards to finance, academic, facility planning, data reporting, and related issues

Strategic Planning Process Phase II

- Develop academic master plan
- Develop tactical plans
- Complete transition to a three-college District
- Prepare and complete the self-study/accreditation process
- Continue to review and refine the planning process

Academic Plan Workflow

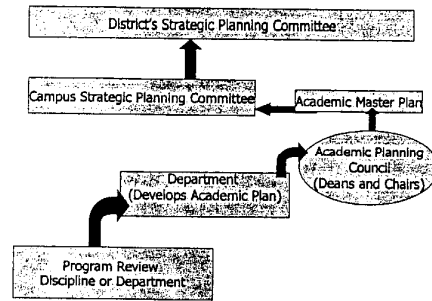


Figure 2. Campus Strategic Planning Committee Structure

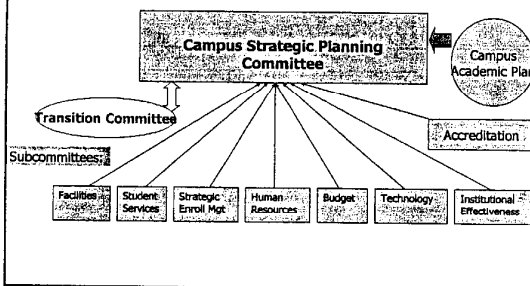


Figure 3. RCCD Entity Planning Process (Campus to District)

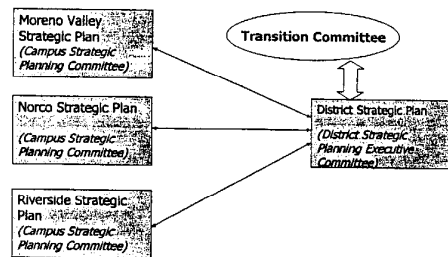
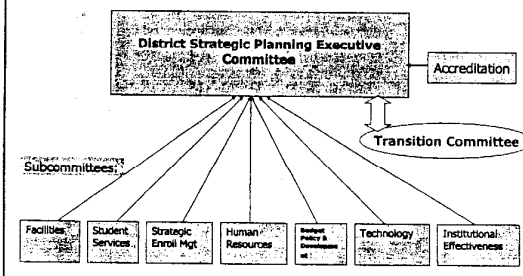


Figure 4. District Strategic Planning Executive Committee



Academic Master Plan Highlights

- Five Year Plan
- Integrated process involving Program Review, Academic Planning Councils and Campus Strategic Planning Committees
- Assists in identifying College needs

Academic Master Plan Objectives

- Meet the Mission, Vision and strategic direction of the District
- Provide a framework for budget or resource allocation
- Provide continuous assessment/feedback for improvement
- Support teaching and learning

Program Review Update

- 5 disciplines completed and approved
 - English
 - ESL
 - Reading
 - Philosophy
 - Mathematics
- 4 disciplines recommended by PRC for approval
 - CIS
 - Dental Hygiene
 - Construction
 - Chemistry

Program Review Update cont'd.

- 11 disciplines currently conducting self-studies
 - Psychology
 - History
 - Sociology
 - Photography
 - Life Sciences
 - Office Administration
 - Theatre
 - Dance
 - Certified Nursing Assistant
 - Physician Assistant
 - Physical Education
- At least 20 disciplines remaining

Assessment Update

- Prepared guidelines to assist disciplines
- Supported development of 5 pilot projects
- Supported course-based assessment projects
- Developed a web site to share assessment info:
http://rccd.cc.ca.us/assessment_committee/index.htm
- Began background work on identifying learning outcomes for RCCD graduates

Assessment Update cont'd.: Examples

- English Composition – group reading using scoring rubric for sample papers
- Elementary Algebra – pre-test & common final exam
- Introduction to Computer Information Systems – final project rubric

Riverside Community College District Strategic Planning Phase II Goals

Adopted by the Strategic Planning Executive Committee,
September 3, 2004

- Develop academic master plan
- Develop tactical plans
- Complete transition to a three-college District
- Prepare and complete the self-study/accreditation process
- Continue to review and refine the planning process

Riverside Community College District

Strategic Plan

2003-04

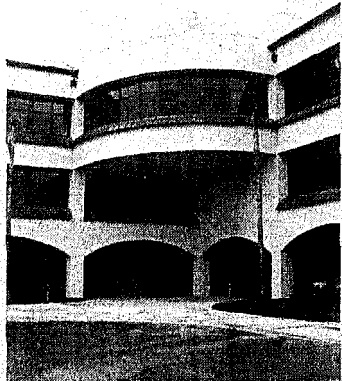
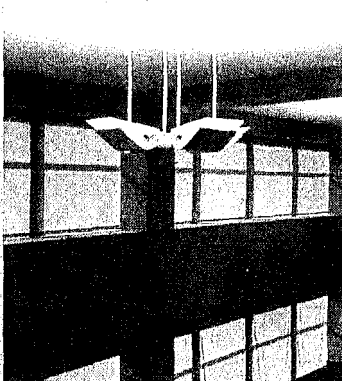


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Message from the President



Riverside Community College District (RCCD) plays an important role in the region and in the communities served by our three campuses. We take our present and future responsibilities very seriously.

As a community college district that is evolving from a three-campus to a three-college system, RCC faces continued rapid population growth, constrained resources, and changing needs within the community and the business sector. In order to address these emerging issues, we must be resilient, resourceful and responsive. I believe that this strategic planning process will help us manage our response to internal and external change, and align activities and programs across the college district. That being the case, you will notice several changes from past planning efforts.

First, we have inaugurated a continuous planning process to help guide RCCD in the years ahead – one that better enables us to ensure the quality and availability of the programs and services required by those we serve.

Second, every action is undertaken with the learner in mind. This learner-centered approach recognizes the district's fiduciary responsibility and the centrality of learning in all we do.

Third, we are focusing intensely on the curriculum, innovation, quality, and assessment. Together, these provide us with the appropriate frame of reference and foundation upon which to base our decisions and actions.

Fourth, with this planning cycle, we move from a three-campus, one-college model toward a new three-college, one-system model. This move recognizes the integrity of the communities we serve and the fact that growth and development require constant evaluation of our colleges' identities and roles within those communities.

Fifth, we realize that resources available to us through state apportionments do not meet all of the learning needs of our constituencies. So RCCD will continue to seek and secure resources through grants, business and education partnerships, and collaborations with other agencies and service providers to offset apportionment shortfalls. We look to the RCC Foundation and are grateful for its tradition of support for students and initiatives.

In closing, this strategic plan reflects the work of a broad spectrum of our college community. Students, faculty, classified and management staff, and the Board of Trustees have participated in a series of dialogues to bring us to this point. I commend all for their contributions and look forward to continuing our work and to realizing our vision.

Guest Attelle

Board of Trustees

Mary Figueroa
President

Grace Slocum
Vice President

Mark Takano
Secretary

Kathleen Daley
Member

Jose Medina
Member

Tiphonie Brissenden
Student Trustee 2002-03

2002-2003 Strategic Planning Executive Committee

Salvatore Rotella
President

James Buysse
Vice President, Administration and Finance

Ray Maghroori
Vice President, Academic Affairs

Rich Ramirez
Vice President, Student Services

Joan Wells
Vice President, Planning and Development

Brenda Davis
Provost, Norco Campus

Richard Tworek
Provost, Moreno Valley

Tiphonie Brissenden
Student Trustee

Virginia MacDonald
Associate Vice President/
Executive Assistant to the President

Virginia McKee-Leone
Academic Senate President

Sheila Pisa
Academic Senate Vice President, Moreno Valley

Beatriz Vasquez
Academic Senate Vice President, Norco

Tish Chavez
Confidential Representative

Michele Davila
Classified Representative

Rick Axelson
Associate Vice President, Institutional Effectiveness

Susan Mills
Outcomes Assessment Coordinator

Jim Parsons
Director, Marketing

David Torres
Director, Institutional Research

Mission:

Riverside Community College District is an accessible, comprehensive community college district committed to learners in the communities it serves.

Vision:

Our vision is to be a leader among community colleges, highly regarded for commitment to learners, respected for excellence in teaching, and recognized as responsive to the communities we serve.

RCCD Strategies, 2003-2004

- Strategy One:** Learner-Centered Curriculum and Culture
Making Learning Happen
- Strategy Two:** Continuous Curriculum-Centered Strategic Planning
Sharing Our Visions, Developing Our Options, Creating Our Future
- Strategy Three:** College and Campuses of Our Communities
Our Campuses, Our Communities, Our Destinies
- Strategy Four:** Evolution to Three Colleges
Structuring Our Future
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Creating Systems to Support Learners and Learning
- Strategy Nine:** Human Resource Development
Creating Capacities, Developing Potential, Improving Performance
- Strategy Ten:** Infrastructure
Creating Learner-Centered Environments
- Strategy Eleven:** Resource Development
Enabling Our Future

Goals: A Learner-Centered Curriculum and Culture

Goal 1: Adopt a learner-centered model to guide curriculum design, development, implementation, and review.

Goal 2: Conduct a comprehensive analysis of the population demographics of RCCD's service area and RCCD enrollments.

Goal 3: Create an assessment culture consistent with the needs and supportive of the learner-centered approach.

Goal 4: Articulate, assess and align the District curriculum architecture with learner-centered principles.

Goal 5: Develop an Academic Master Plan to support three colleges with one curriculum guided by the seven column curriculum framework that includes delineation of learner populations, learner objectives, business and delivery models, curriculum configuration, and learner support services.

Learner-Centered Curriculum and Culture
Making Learning Happen

The Board of Trustees of the Riverside Community College District adopted the Learner-Centered Curriculum Model (LCCM) on March 7, 2002, to guide the design, development, and deployment of curriculum throughout the District. The LCCM is intended to respond in part to Recommendation 3 of the 2001 WASC visitation team. The team recommended that Riverside Community College ensure that its curriculum review and approval process include regular updates and review of all course outlines, specific approval of distance education courses, and accepted practices for the establishment of course sequences.

The model also strategically addresses alignment with the District's changing environment. The term, learner-centered, implies a quite different meaning than two other commonly used institutional descriptors, student-centered and learning-centered. Learner-centered institutions formally recognize the demand side of their business. The term, learner, implies the total population seeking services within the communities served by the District. It embraces learner demand as a driver in curriculum planning. While the District must choose which learner populations and objectives will be served, once chosen, the institutional focus shifts to the design and delivery of curriculum intended to help learners achieve their objectives. Therefore, the LCCM provides a framework to describe the desired curriculum architecture and detail specific curriculum configurations for the learner populations served.

Goals: Continuous Curriculum-Centered Strategic Planning

Goal 1: Adopt a Strategic Planning Model to guide District planning and establish a quarterly reporting cycle.

Goal 2: Convene a Strategic Planning Council to guide the design and evolution of the RCCD Strategic Planning Process.

Goal 3: Establish a planning architecture that aligns and integrates District planning activities.

Goal 4: Identify and charge planning units and councils to articulate and develop District plans and processes.

Goal 5: Implement a District planning tool to articulate, standardize, align and communicate District Plans.

Continuous Curriculum-Centered Strategic Planning

*Sharing Our Visions, Developing Our Options,
Creating Our Futures*

Beginning in Spring 2001, Riverside Community College District undertook the tasks of identifying, evaluating, and implementing a strategic planning model in response to WASC recommendations to tighten up the planning process. RCCD adopted the Curriculum-Centered Strategic Planning Model (CCSPM) to guide its planning activities and structure dialogue within its planning processes. After considerable District-wide dialogue, the formal methodology was adopted by the Board of Trustees on March 7, 2002.

The CCSPM is intended to respond in part to Recommendation 2 of the WASC visitation team. The WASC team recommended that Riverside Community College formalize and make known to the college community its developing strategic planning process and that the process should integrate educational, financial, facilities, and human resource planning; provide for involvement of faculty, staff, and students; and effectively involve all three campuses. The planning process should utilize information from program reviews, more closely integrate college planning and budgeting processes, and include regular evaluation and reporting of institutional outcomes.

Goals: College and Campuses of our Communities

Goal 1: Increase the college-going rate in the area by reaching out to underrepresented and underserved populations and designing programs, services, and approaches relevant to the diverse segments of the community.

Goal 2: Build and maintain strong linkages with the K-12 community throughout the District.

Goal 3: Improve the capacity for economic development and community service by strengthening partnerships with other educational institutions, business, labor, and government to enhance seamless educational opportunity and continuity for students.

Goal 4: Align program development with the region's economic mix and transformational economic development strategies.

Goal 5: Create multiple pathways and, where appropriate, entities to provide education and training opportunities leading to required certifications and degrees.

College and Campuses of Our Communities

Our Campuses, Our Communities, Our Destinies

The Riverside Community College District has a rich tradition of service, innovation and professionalism. In keeping with this tradition, the District participates in the social and economic life of the communities it serves. It seeks to establish and expand partnerships with other educational institutions, business, labor, and government to enhance "seamless" educational opportunity and continuity for the citizens for whom we provide learning programs and services.

RCCD takes its commitment to align with community needs seriously. As part of its fiduciary responsibility, the Riverside Community College District Board of Trustees joins the communities of western Riverside County in ensuring the continued economic vitality of the region. The education, knowledge and creative abilities of the region's workforce is fundamental to its economic vitality. RCCD plays and will continue to play a significant role in developing and maintaining this resource.



Goals: Evolution to Three Colleges

Goal 1: Adopt a Resolution supporting the move from a three-campus college to a three-college system.

Goal 2: Enact the intent of Board resolution 53-01/02 through formal action via California Community College Board of Governors and Chancellor's Office, California Postsecondary Education Commission (CPEC), Western Association of Schools and Colleges, California Board of Education, US Department of Education and other agencies.

Goal 3: Examine and propose changes to RCCD's Planning, Curriculum, Organizational, Entity and Governance Architectures.

Goal 4: Develop an Academic Master Plan for each of the Riverside, Moreno Valley, and Norco campuses consistent with the Learner-Centered Curriculum model and embracing the philosophy of one District-wide curriculum.

Evolution to Three Colleges *Structuring Our Future*

The Moreno Valley and Norco campuses of Riverside Community College began operation in 1991 in response to significant population growth in the communities of Corona, Norco and Moreno Valley. Since their inception, the campuses have grown and broadened their educational offerings. Today, the Moreno Valley Campus serves nearly 7,000 students each primary term through the efforts of 55 full-time faculty and 56 full-time administrative staff and managers. At the Norco Campus, 48 full-time faculty and 56 full-time administrative staff and managers serve over 8,000 students per semester. The city of Moreno Valley has grown to a population of 142,000, with an additional 107,549 people residing in surrounding unincorporated areas. The communities of Norco and Corona are home to a combined population of 149,000. An additional 75,072 people reside in nearby unincorporated areas. In response to this dramatic growth and the importance of allowing each campus the autonomy it requires to truly serve its community, the Board of Trustees "enthusiastically supported" the strategy of the Riverside Community College District to seek accredited college status for both the Moreno Valley and Norco campuses.

District personnel are fully engaged in the design and development of a system architecture to support a three-college, multi-entity system that will continue to effectively serve learners. In this endeavor, the college has adopted a methodology of structured dialogue and decision making along four interrelated and interdependent dimensions.

Entity Architecture:

A number of entities have emerged within RCCD over the years. This dialogue topic is designed to describe the current array of entities that exist or are planned within the RCCD overall charter. The dialogue will result in specific descriptions and formal relationship models for the various entities.

Goal 5: Review and amend District policies, processes and procedures to maintain one contract between students and RCCD.

Curriculum Architecture:

The Riverside Community College District adopted the Learner-Centered Curriculum Model (LCCM) March 7, 2002, to guide the curriculum design, development, and implementation. Using the LCCM, this dialogue topic is designed to describe the desired curriculum architecture and detail specific curriculum configurations for the post-transition RCCD.

Governance Architecture:

This dialogue topic is designed to illuminate options for how governance processes will work within a three-college, multi-entity district.

Organizational Architecture:

This dialogue topic is designed to illuminate options for how RCCD will be structured. The structure must detail hierarchy, reporting relationships, advisory relationships and both chain of command and chain of responsibility.

The structured dialogue began during the summer of 2002 and will continue through most of the 2003/2004 academic year. A document, *Structured Dialogue and Decisions Regarding the Establishment of Three College Entities within the Riverside Community College District*, reports and tracks the institutional dialogue and decisions regarding the transition. Since these architectures are so fundamental to the functioning of RCCD, they will be periodically revisited to ensure that they continue to meet the ever evolving challenges and opportunities we face.

Goals: Communication

Goal 1: Develop and maintain an intranet site to support communication of standard District policy and procedures.

Goal 2: Develop and maintain a data warehouse to enable broad access to RCCD enrollment, course, staff, and other analytic data needed to support decision making.

Goal 3: Implement communication tools to enable broad access to RCCD documents, events and other information.

Goal 4: Establish forums, linkages, processes and procedures to enhance cross-functional dialogue and communication.

Goal 5: Establish forums such as District-wide retreats, college hour, and brown bag sessions for informal communication of District information and dialogue.

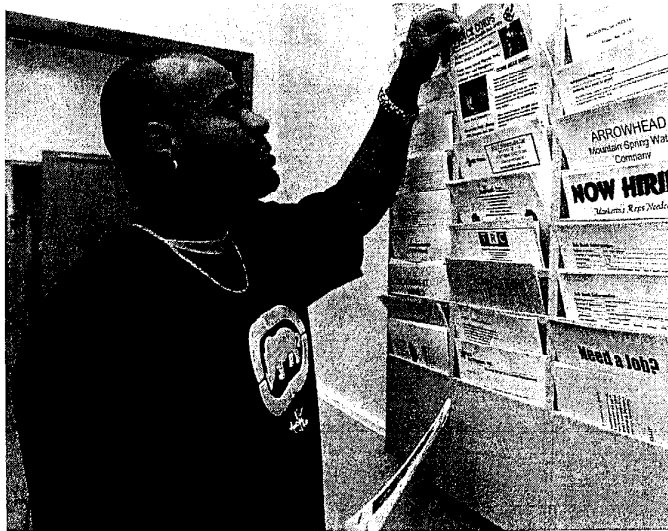
Goal 6: Continue to utilize and enhance the Board Committee structure for formal communication of District information and dialogue.

Communication

*Giving Voice, Structuring Dialogue,
Accepting Responsibility*

The Riverside Community College District has grown to be a complex web of entities, campuses, divisions, departments, and units. Sustaining communications across all of these varied components has become a significant challenge. Over the next few years, the District will continue to articulate a strategy that will enhance communication across the District, build upon its tradition of service, and utilize a broader range of communication tools and approaches. For example, RCCD will continue to migrate to a common information source for much of its management information. Under this strategy, rather than broadcasting information as a primary means of maintaining information flow, the material will be posted to a common information source. Individuals may monitor the information at will.

With an open information structure in place, it will be incumbent upon all the citizens of the RCCD community to seek out the information that is required and to contribute substantively to the information base.



Goals: Effectiveness

- Goal 1:** Establish an Institutional Effectiveness (IE) structured approach in which IE is formally embedded within District processes.
- Goal 2:** Systematically review, evaluate, realign, and revise the operational policies, processes and procedures of RCCD.
- Goal 3:** Systematically recalibrate the information systems of RCCD to ensure data integrity and report quality, relevance, and timeliness.
- Goal 4:** Systematically review, evaluate, realign, and revise the instructional program review, processes and procedures of RCCD.
- Goal 5:** Systematically review, evaluate, realign, and revise the non-instructional program review, processes and procedures of RCCD.
- Goal 6:** Establish a RCCD outcomes assessment committee and begin dialogue regarding the assessment of learner and institutional outcomes.
- Goal 7:** Facilitate the systematic development, testing, and dissemination of successful assessment practices, tools and strategies for courses, course sequences, and programs.

Effectiveness

Is It Working? Knowing How We Know

Riverside Community College District adopted an Institutional Effectiveness (IE) approach to improving and reporting on the quality of educational programs and services (Approved by the Board of Trustees on October 17, 1995, and reaffirmed with the adoption of the Educational Master Plan, May 19, 1998). The IE approach is summarized within the following four principles:

- **Learner Centeredness:** The District organization recognizes its fiduciary responsibility to respond to the educational needs of learners who may benefit and to act in the interest of learners in the communities served by the District.
- **Continuous Assessment:** Particularly in times of rapid change, organizations must continuously assess their effectiveness to maintain and improve their alignment with environmental trends and changing learner needs. As a consequence, the District agrees to continuously assess and review its effectiveness.
- **Evidence-Based Assessment:** The District organization, commits to open, evidence-based institutional and community dialogue.
- **Commitment to Act:** The District agrees to act on its assessments to improve its effectiveness.

A great deal of progress has been made to operationalize and incorporate an IE approach in a number of functional areas. For example, an IE approach has been incorporated in the adoption of the continuous, curriculum-centered, strategic planning process model; in the emerging instructional and non-instructional program review processes; within the dialogue of the District Assessment Committee and the Classroom- and Course-Based Assessment Project work; in the District approach toward strategic enrollment management and review of enrollment standard operating procedures; and in the incorporation of IE in the Board Self-Assessment Process.

Goals: Strategic Enrollment Management

Goal 1: Conduct a comprehensive review and analysis of RCCD enrollment related policies, processes, and procedures.

Goal 2: Adopt a first right-term approach to guide schedule building.

Goal 3: Adapt program and service configurations to meet the needs of students and communities served by the District.

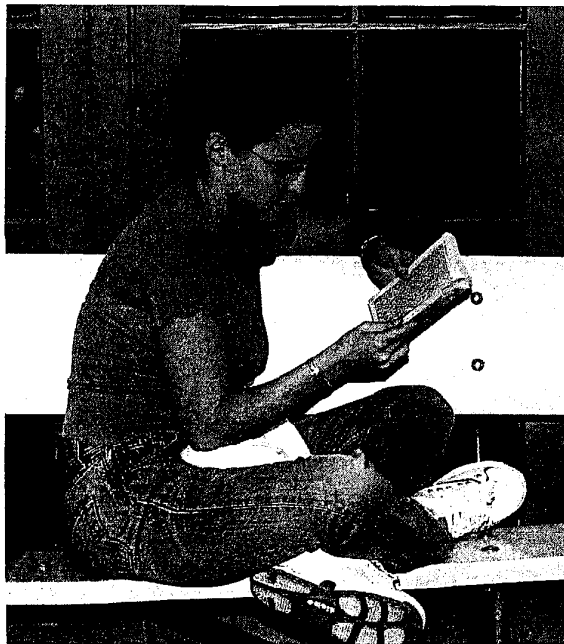
Goal 4: Design a retention classification system to inform development of District enrollment, retention, and curriculum service.

Goal 5: Adopt a set of enrollment key performance indicators and a series of reports to inform planning and policy development.

Strategic Enrollment Management

Aligning with Our Communities; Achieving Operational Excellence

Strategic Enrollment Management (SEM) is a comprehensive process by which the Riverside Community College District achieves and maintains an alignment between its programs and services and the needs of the communities it serves. SEM encompasses the identification and cultivation of fiduciary and opportunity learner populations, marketing, admissions and recruitment, retention, and student attainment. It includes such processes as registration, bursar, matriculation, and graduation processing. The SEM domain is also intertwined with academic program design/delivery and student support services since, in learner-centered curriculum configurations, enrollments are managed by strategically targeting recruitment, admissions, and retention services for curriculum configurations designed to meet the objectives of specific learner populations. RCCD's primary SEM strategy is the integration of these various components into a rational interface for learner/District interaction.



Strategy Eight:

Goals: Technology

Goal 1: Develop an academic technology environment that supports the curriculum, the faculty, and the learner.

Goal 2: Develop administrative systems that support the emerging three-college, learner-centered environment.

Goal 3: Develop integrated networks necessary to support RCCD academic and administrative functions.

Goal 4: Develop a WEB environment that supports the academic and administrative needs of RCCD.

Technology

Creating Systems to Support Learners and Learning

Technology plays an important role in the evolution and development of Riverside Community College District programs and capacities. Technology includes three interrelated areas for which careful planning, integration and alignment are required. First is the networking infrastructure for the combined facilities of RCCD. Second is the continued evolution of the integrated administrative system (Datatel). Third is the academic technology infrastructure designed to support the various instructional, assessment, and learning needs of those we serve.

Networking Infrastructure:

RCCD's high-speed network forms the backbone of the District's communications and computing infrastructures.

Integrated Administrative Infrastructure:

RCCD operates a sophisticated, state-of-the-art, integrated information system developed and supported by Datatel. The system is actively maintained and continuously upgraded and developed.

Academic Technology Infrastructure:

RCCD must maintain a state-of-the-art technology infrastructure to support its academic and instructional strategies, goals and objectives. The academic technology infrastructure includes such things as faculty technology resources, student technology resources, and online learning resources

Strategy Nine:

Human Resource Development

*Creating Capacities, Developing Potential,
Improving Performance*

Goals: Human Resource Development

Goal 1: Ensure fairness in hiring for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines.

Goal 2: Design, develop and implement an organizational structure across RCCD to support a three-college entity system.

Task 1: Adopt an organizational chart format and/or software tool to communicate positions and relationships in a standard format.

Task 2: Inventory and align position descriptions with the chart.

Task 3: Begin the discussion to design, develop and implement a transitional organizational structure, charts and position descriptions.

Goal 3: Design, develop and implement a professional and staff development plan to align with and support the evolution of District policies, processes and procedures.

The Riverside Community College District seeks to actively develop its human resource capacities.

Hiring and Evaluation:

During this planning cycle, RCCD must respond to recommendation 4 of the WASC visitation team. The WASC team recommended that hiring and evaluation practices for all categories of staff move from practice to policy; that policies to ensure fairness in hiring be adopted for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines.

Organizational Design and Structure:

RCCD has started dialogue regarding a transitional organizational structure. The structure will evolve as RCCD moves to three college status and reflects its multi-entity configuration.

Professional Development:

New and diverse populations of learners are looking to RCCD for educational and learning opportunities. These learners represent a diversity of experience and expectation that must be translated within the learner-centered curriculum framework into curriculum, pedagogy and programs. At the same time, technology is changing the way we live, work and play. RCCD, therefore, must provide professional development opportunities to allow faculty, staff and administrators to continue to learn and respond to our students and our changing environment.

Goals: Infrastructure

Goal 1: Complete and submit the 2002 RCCD Facilities Master Plan to the CCCC.

Goal 2: Bring the new Library facility on the Riverside Campus on line.

Goal 3: Norco Early Childhood Education Center

Goal 4: Moreno Valley Early Childhood Education Center

Goal 5: Martin Luther King High-Tech Center.

Goal 6: Moreno Valley Facilities Building.

Goal 7: Quad Building Reconstruction.

Goal 8: Phase III Norco Industrial Technology.

Goal 9: Riverside School for the Arts.

Goal 10: Student Services/ Administration Center.

Goal 11: Physical Education Complex.

Goal 12: Joint Ventures

- A. Center for Primary Education
- B. Moreno Valley 25-Acre Park
- C. Norco Kennedy High School
- D. March ARB Dental Hygiene

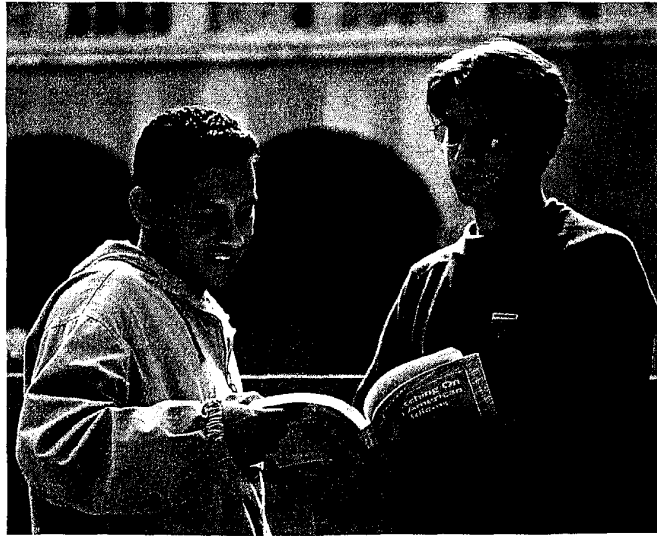
Strategy Ten:

Infrastructure

Creating Learner-Centered Environments

Riverside Community College District maintains and updates a Facilities Master Plan, articulating the building and renovation plans across District facilities. RCCD currently maintains 541,929 actual square feet of space divided among three physical locations, Riverside City Campus, Norco Center and Moreno Valley Center, serving 34,042 students. District facilities also include approximately 1,812,000 square feet of parking, six miles of roadways, and 3,675,773 square feet of landscaping. Special facilities range from scientific laboratories to sports facilities to childcare facilities. RCCD maintains a 10-year menu of facilities requests and requirements consistent with the State framework.

This strategic plan and the related action plans for specific areas, including the academic master plan, technology plan, student services plan, etc., will begin to better inform the facilities master planning process to align emerging facilities with emerging academic and service needs and requirements.



Strategy Eleven

Resource Development

Enabling Our Future

Goals: Resource Development

Goal 1: Diversify and manage resources from a number of sources, including state apportionment; federal, state and local grants and contracts; and foundation supported allocations.

Goal 2: Develop information management systems to support strategic fund management, position control, and grant development.

Goal 3: Develop partnerships and leverage resources to collaboratively provide services.

Goal 4: Guided by District strategies, establish explicit linkages between resource development plans and processes, and other functional issue plans and processes.

The Riverside Community College District has recognized for some time that the resources available to it from general apportionment cannot meet the learning needs of our constituents. In FY 02-03, the District's proposed budget included over \$18 million, 11% of the total budget, in grants and categorical funds. The RCC Foundation also works to provide resources to support District priorities. On behalf of those we serve, RCCD will continue its efforts to maximize the resources that can be gleaned from all sources.



Strategic Planning Process Overview

Introduction

This Strategic Plan provides an overview of an extensive and detailed strategic planning process at Riverside Community College. The process was developed in response to critical observations and assessments made during the 2000-2001 WASC self-study process that the size and complexity of the District had outgrown its planning architecture. The planning process focuses attention on the learner, the learning process, and all that supports them across the District. This plan articulates the direction the District intends to take in achieving its hopes, aspirations, and vision for the future.

The plan is organized around mission, vision, strategies, goals and objectives. Mission is a statement of core purpose. Vision reflects aspirations of the District. Strategies are constructs summarizing how the District intends to align with its environment. Goals articulate the major initiatives that provide the means to progress toward the vision. Objectives (not shown here) detail our action plans, identify those responsible for their achievement, and provide a framework for tracking progress and measuring implementation. Objectives, because of their number, level of detail, and constant changing nature, are maintained with action plans and the accreditation self-study framework in an online strategic planning system (ePlanedu). Together these five components and the systems that support them guide District efforts, decisions, and assessments of its progress.

Annual Strategic Planning Cycle

In 2001 an annual planning cycle was established with quarterly assessments. Within this framework, strategies are revisited, updated and published annually as the District assesses and responds to its rapidly changing internal and external environments. Annual assessment of the plan will culminate at the Spring Board of Trustees Planning Retreat. Each year, the Board of Trustees will approve District strategies and authorize revision of the District Strategic Plan and related tactical plans. Throughout the year, the Vice-President of Planning and Development will report on the action plans and unit dialogue on a quarterly basis. District personnel and members of the Board of Trustees will be able to access and review tactical plans using ePlanedu, the District's Web-based planning tool.

The strategic planning process is led by the President and facilitated by the Vice-President, Planning and Development. Throughout the process, the Vice-President is advised by the District Strategic Planning Executive Committee (SPEC), meeting in open session. The planning year begins each spring and proceeds through the year with quarterly reports provided to the Board of Trustees, Faculty and Student Senates, and the SPEC. Meeting dates, times and locations are posted on the District ePlanedu planning calendar.

The RCCD Strategic Planning Council meets formally each primary term during the RCCD Faculty/Administration Retreat. Retreat dates are set by the Faculty Senate in consultation with the President of the College. Between retreats, broad District participation in plan development is through action and tactical planning councils and teams drawn from and embedded in the District advisory committee structure.

Formal Committee Charges

Planning committees and work groups have been proposed and aligned with the functional issue areas identified by the Strategic Planning Executive Committee as functions that must be integrated or aligned through the District strategic planning process. Alignment is fostered through strategic dialogue, strategy setting, establishment of key performance indicators, and analysis of trends likely to impact performance. Central to this effort to bring about alignment are committee and work team dialogues organized to 1) move from Board-directed strategies to issue area strategies; 2) move issue area strategies to tactical plans; and 3) link tactical plans to key performance indicators, accreditation and strategies, and goals and objectives. In these dialogue sessions, ePlanedu is used both as a planning and as a professional and organizational development tool to foster and frame strategic thinking.

This approach is recommended for two reasons. First, the shift from educational master planning to strategic planning requires a shift in institutional thinking. The planning sessions will, therefore, link the professional and organizational development required to realize this shift to the articulation of current plans within each functional area. Second, the Educational Master Plan, though intended to serve the District through 2005, is dated. Significant internal and external changes have altered plans in many areas. This first pass will allow each area to articulate needs, inventory existing plans, and assess alignment with other plans and WASC standards. Recall, the WASC team did not find that the District was without planning. The team observed that planning and, thereby, actions were not integrated, aligned or synchronized.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

**STRATEGIC PLANNING PROCESS
UPDATE**

SEPTEMBER 2004

RIVERSIDE COMMUNITY COLLEGE DISTRICT'S STRATEGIC PLANNING PROCESS, 2004-05

INTRODUCTION

Prior to the 2000-2001 ACCJC/WASC (Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges) self-study process, the District had planning and program review activities in place, but they were not fully integrated across all college entities. Since then and in response to issues identified during the self-study process, the District has developed an extensive and detailed strategic planning process. After a thorough review and lengthy discussion, the RCCD Board of Trustees adopted the Curriculum-Centered Strategic Planning Model (CCSPM) on March 7, 2002. (See model description below.) The CCSPM has provided the blueprint for developing and implementing planning processes within the Riverside Community College District.

Using the CCSPM, the District will accomplish the following:

- T Focus planning and operational procedures on learners and their objectives
- T Promote alignment – both internally (among different units in the District) and externally (District programs and services aligned with specific learner population objectives and community needs)
- T Support the transition to a three-college system
- T Encourage innovation and improved quality through assessment
- T Enhance ability to secure outside resources

For the past two years, the District has been developing the framework of planning principles, processes, and structures needed to implement the CCSPM in a three-college district. Two phases of the strategic planning model have been identified.

Phase One centers on the following components:

- T Planning Model – CCSPM
- T Principles guiding the implementation of the CCSPM in a three-college district – Including sciences and liberal arts core on all three colleges
- T District Goals and strategies that define the overall direction of the District
- T Structures and processes needed to delineate issues and engage participants in dialogue on the CCSPM topics

Phase Two focuses on developing:

- T Entity plans (discipline, department, campus/college)
- T Strategic Issue Area plans
- T Separate accreditations for the three-colleges and the District
- T Academic Master Plan for the District

The purpose of the present document is to describe the work that has been completed to date and to highlight the work that remains to be done. Planning and program review participants

can also use this document as a guide to existing practices and processes. Yet, it is important to note that the present materials should be viewed as a working document. Procedures are reviewed and discussed continuously to identify improved methodology for creating the learner-centered, evidence-based dialogue sought among RCCD faculty, staff, and students. It is this ongoing and reflective dialogue that will result in ways to meet the needs of the District's diverse learners.

BACKGROUND: THE PLANNING MODEL

As noted during the 2000-01 Accreditation Self-Study, RCCD had many planning activities, but they had become fragmented during the College's rapid growth in the late 1990s. A common district framework was needed to integrate the key planning processes for developing goals, (re) aligning actions, and assessing success and outcomes. Additionally, the District was continuing to move toward a three-college system to better serve the needs of its diverse communities and learners. After much study and discussion, RCCD selected Dolence and Associates' Curriculum-Centered Strategic Planning Model to guide the development of its planning processes.

The CCSPM consists of five interlocking parts:

- ❶ Learner-Centered Curriculum Architecture
- ❷ External Environmental Scan
- ❸ Action Planning: generating ideas, formulating mission statements, strategies, goals, objectives and establishing an implementation and evaluation schedule
- ❹ A continuous Self-Study Process
- ❺ Key Performance Indicators

(See **Appendix A** for a detailed description of the CCSPM components.)

Central to this model is the Learner-Centered Curriculum Framework (LCCF) which drives planning processes in scanning, self-study, and evaluation. The LCCF requires a careful consideration of the following:

- Who are the learners?
- What objectives do they seek?
- What provider models are available?
- What is known about teaching & learning?
- What is in the inventory of provider models?
- What type of curriculum can be designed and developed for a specific population?
- What support services are required for learners to successfully engage and complete their programmatic goals?

(See **Appendix B** for a detailed description of the LCCF components.)

The intent of the learner-centered approach adopted by the District is expressed in the following passage from the introduction to the June 2002 ACCJC/WASC (Accrediting Commission for Colleges and Junior Colleges/ Western Association of Schools and Colleges) accreditation standards.

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

PHASE ONE (2001-2004): BUILDING THE FOUNDATION FOR THE CCSPM

To facilitate the development of the CCSPM at RCCD, completion of several foundational tasks was required. First, it was necessary to develop and define the components of the new three-college RCCD system and their respective functions. Initially, these issues were discussed in college retreats. Subsequently, work groups were established to continue the discussion and make recommendations in the following five specific areas:

1. Planning Architecture
2. Entity Architecture
3. Organizational Architecture
4. Curriculum Architecture
5. Governance Architecture

Based on this work, the RCCD Strategic Planning Executive Committee drafted a set of overarching principles to guide the planning process in the emerging three-college district. These planning principles were approved by the Strategic Planning Executive Committee on April 9, 2004. (**Appendix C**)

A second foundational piece of work completed in Phase One was the development of the Strategic Plan for RCCD, 2003-04. The Plan outlines the following eleven strategies for achieving the District's vision:

- ❖ Five Foundation Strategies - LCCF, CCSPM, Communication, Effectiveness, Partnerships
- ❖ One Transitional Strategy – Evolution to Three Colleges
- ❖ Five Major Operational Strategies - SEM (Strategic Enrollment Management), Technology, Human Resource Development, Infrastructure, Resource Development

The “RCCD Strategic Plan, 2003-04” has been widely distributed to faculty and staff. The plan's strategies have also been widely discussed at retreats, in meetings and in other forums.

A third foundational component was needed in the areas of organizational structures, standard operating procedures and processes. Several committees were formed to promote dialogue, develop processes and align actions within and across the district's organizational entities; they include the following:

- ❖ Program Review (Program Review Committee serves as a resource to entities in the program review process; reviews and recommends approval of program review submissions)
- ❖ District Assessment Committee
- ❖ Academic Planning Councils (Department Chairs & Deans)
- ❖ College Strategic Planning Committees (Former Site Committees)
- ❖ District Strategic Planning Executive Committee

The RCCD Instructional Program Review process was redesigned during spring 2000 and fall 2001 to bring greater focus to student learning outcomes assessment. The review process necessitates internal dialogue within the instructional units (disciplines) and requires disciplines to clarify and achieve their goals within the overall context of the District's mission, vision, and strategic goals. In addition, the new process seeks to:

- ❖ Strengthen programs within and across instructional units;
- ❖ Foster improvement and self-determination within instructional units;
- ❖ Strengthen the links between instructional units, institutional goals, and strategic planning;
- ❖ Strengthen the bonds within the college community and foster cooperation among instructional and non-instructional units;
- ❖ Provide systematic feedback on student learning;
- ❖ Stimulate and encourage ongoing dialogue on student learning and outcomes through program and service improvements; and
- ❖ Maximize the use of institutional resources.

The self-study process asks instructional units to assess:

- ❖ Current status. Who is/isn't being served?
- ❖ Mission and goals. What are the short and long term goals for the unit?
- ❖ Strategies. What strategies are in place or will be developed for addressing the mission and meeting the unit's goals?
- ❖ Data and Research. What evidence is needed to monitor and track progress?
- ❖ Evaluation. How can the self-study process be improved?

A detailed description of the instructional program review process is found in the RCCD Program Review Study Guide, May 2003.

The District Assessment Committee (DAC) was formed in November 2000 to develop an assessment philosophy, a set of principles to guide the learning assessment activities, and to lead the development of an assessment plan for the District. Background materials on DAC's activities are found at: http://rccd.cc.ca.us/assessment_committee/index.htm. As part of program review, disciplines are asked to develop, and report on their progress in implementing a student learning outcomes assessment plan. DAC then reviews, comments, and makes recommendations on the assessment plans that are submitted through the program review process. (See Dolence's Integrated Curriculum Assessment Model in **Appendix D** for a complete mapping of the relationship among assessment, curriculum, and learners.)

In the spring of 2004, a process was established to link program review, assessment, academic master planning, and campus planning with the District strategic planning processes. Figures 1-4 depict the processes and structures that lead from unit-level program reviews to campus-level and district-level plans. Figure 1 illustrates the role of the Academic Planning Councils (campus department chairs/deans) which review instructional departments' plans and consolidate them into a campus academic plan. The Campus Strategic Planning Councils (former Site Committees) then consider the plans and ensure that they are integrated with needed support services to create a campus-level strategic plan. Finally, as shown in Figure 3, the District Strategic Planning Executive Committee synthesizes the campus strategic plans with the District's Strategic Plan. Figures 2 and 4 depict the parallel structures of the campus- and district-level strategic planning committees. This process was pilot-tested in spring 2004 and will be refined over time.

Figure 1. RCCD Entity Planning Process for Campuses

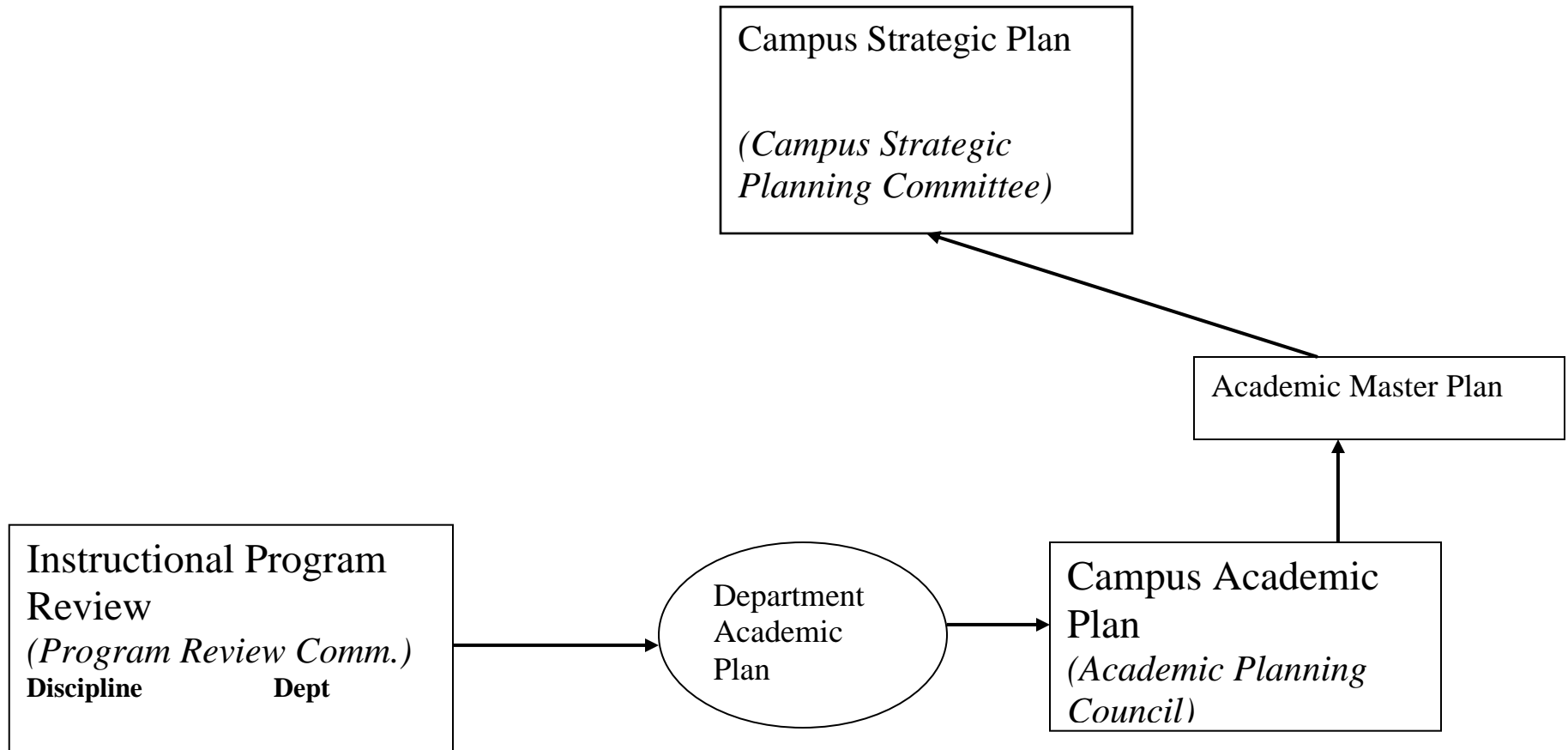


Figure 2. Campus Strategic Planning Committee Structure

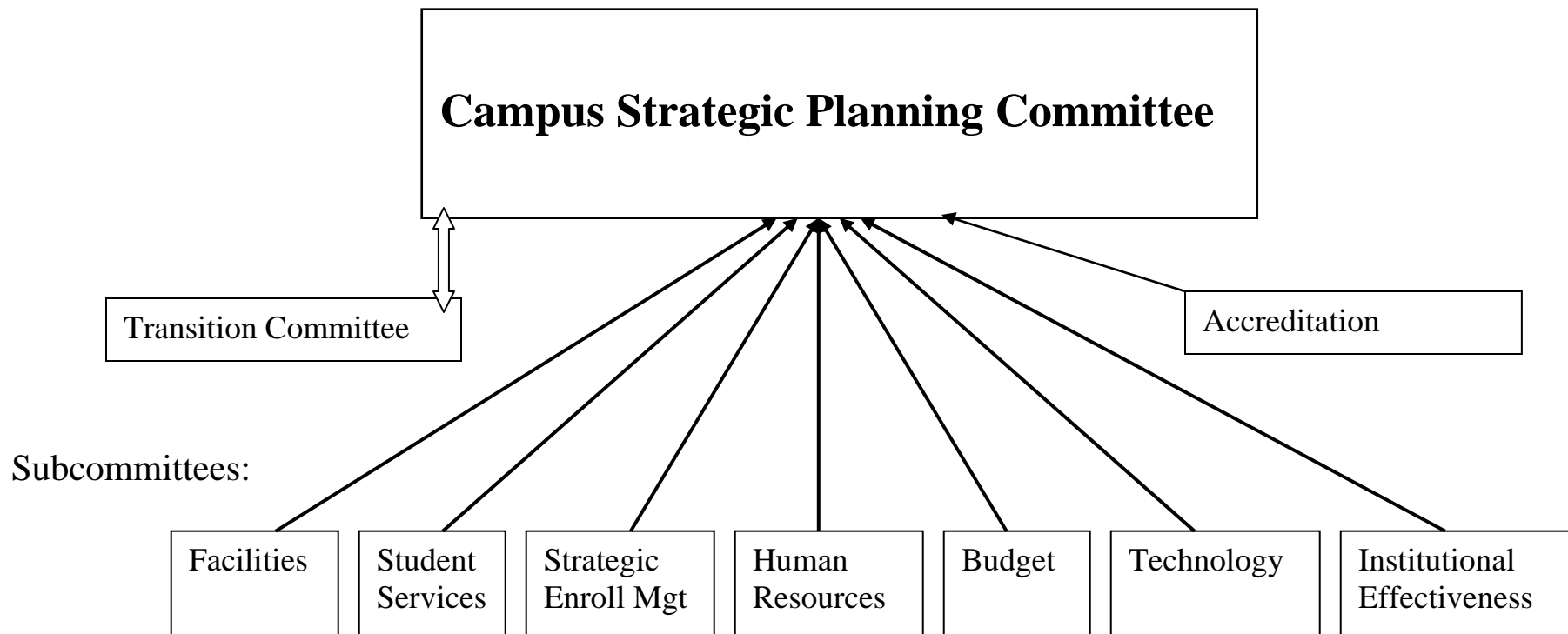


Figure 3. RCCD Entity Planning Process (Campus to District)

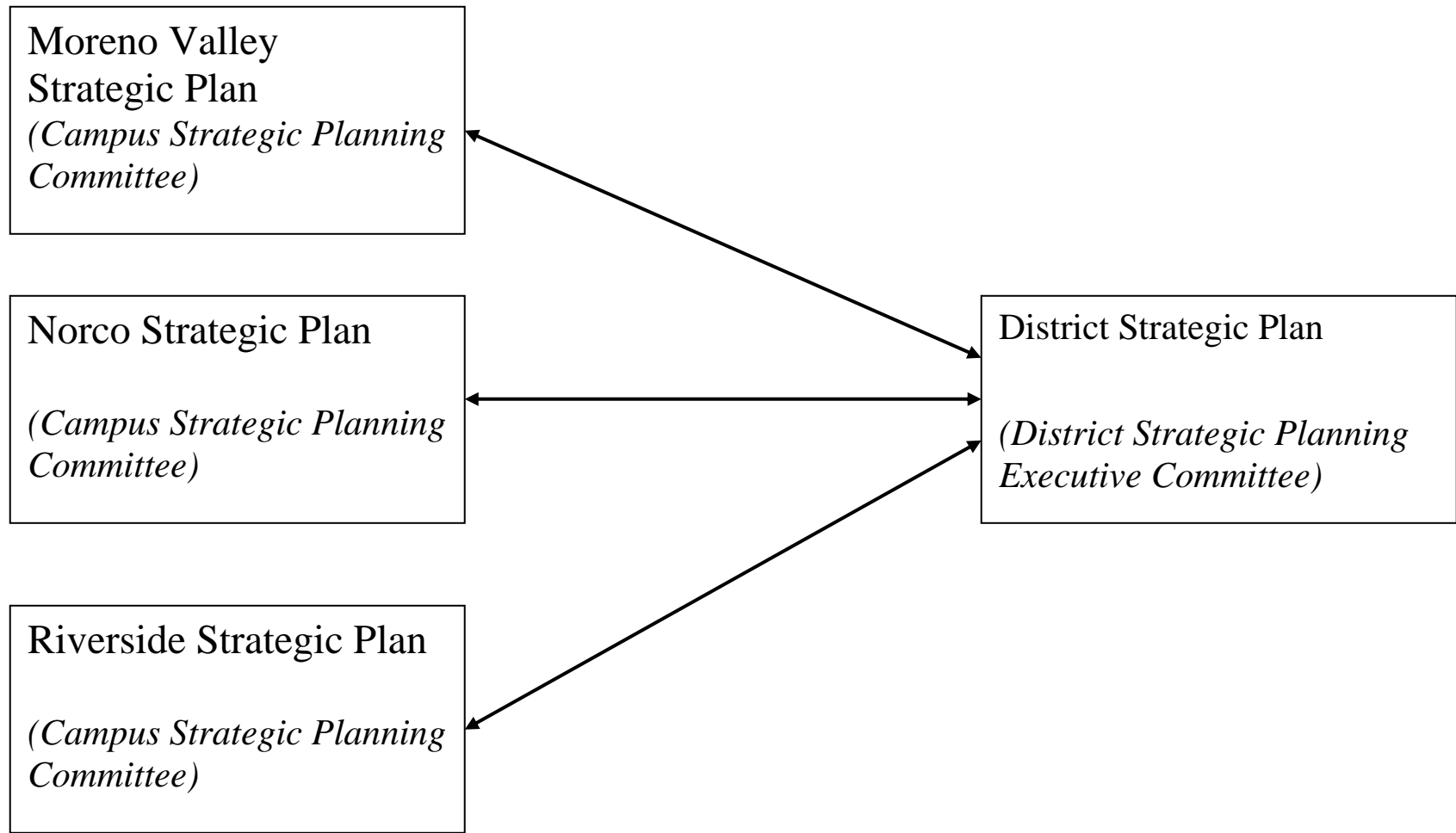
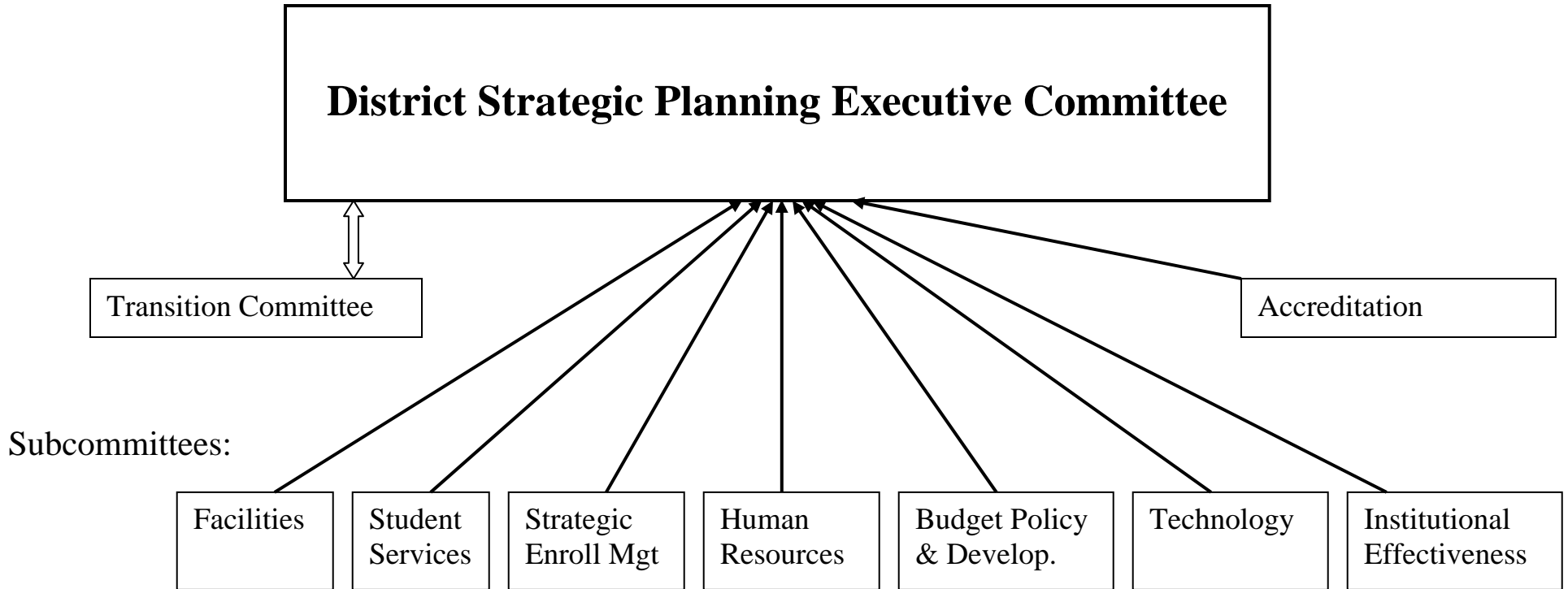
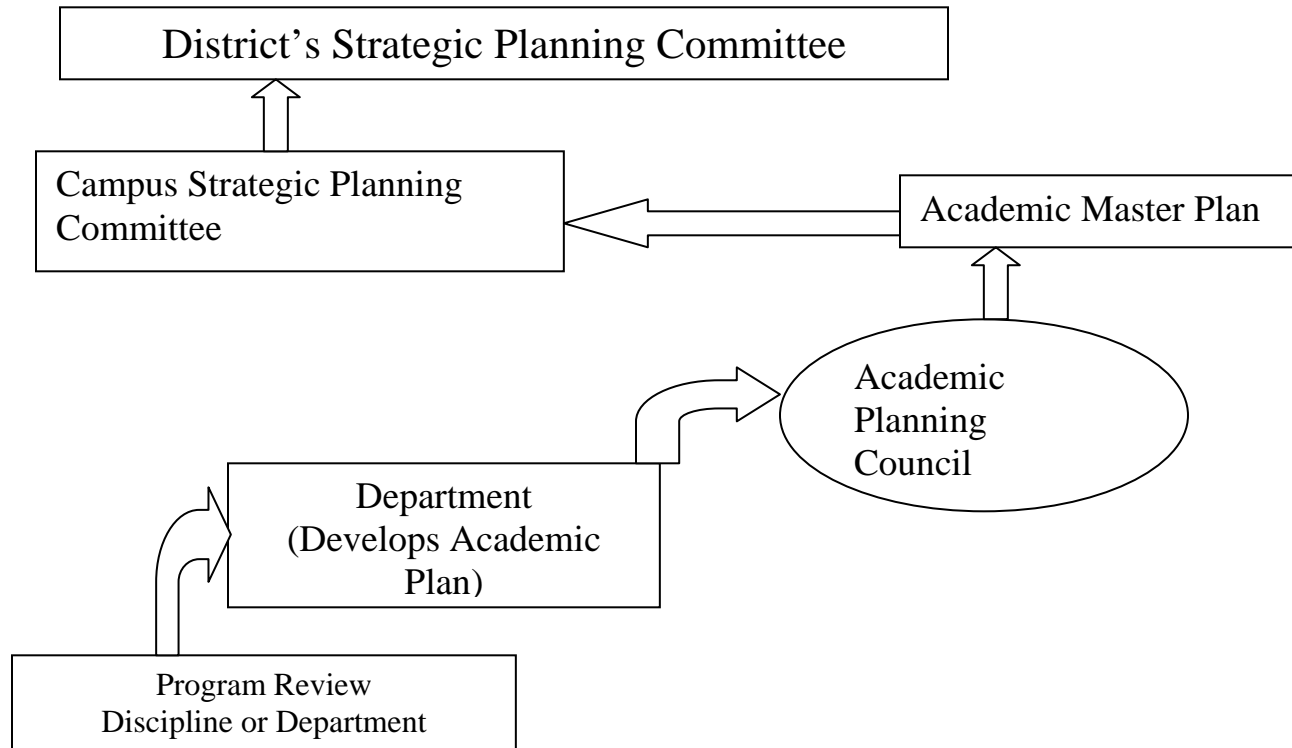


Figure 4. District Strategic Planning Executive Committee



ACADEMIC PLAN WORKFLOW



PHASE TWO: IMPLEMENTING THE CCSPM IN THE THREE-COLLEGE DISTRICT

As illustrated above, the processes for developing entity plans for disciplines, departments, campuses, and the District have been developed and pilot-tested. A subcommittee consisting of members from the Program Review and Assessment Committees and interested faculty members at-large are refining the program review process. In Phase Two, these processes and structures will be used to accomplish three major goals:

- ◆ Development of an academic master plan for the District
- ◆ Development of tactical plans
- ◆ Completion of the transition to a three-college district
- ◆ Preparation for and completion of the self-study/accreditation
- ◆ Continuation of review and refinement of planning process

In order to actualize these goals, the following existing processes will be utilized:

- ◆ Complete entity plans for all District entities (disciplines, departments, programs, and campuses);
- ◆ Continue program review of academic disciplines;
- ◆ Develop an academic plan for each department;
- ◆ Establish an academic master plan for each campus/college;
- ◆ Using the academic master plan as a guide, complete strategic issue area plans for learner/learning support areas (technology, strategic enrollment management, human resources, student services, facilities, institutional effectiveness, budget-resource allocation); and
- ◆ Continuous review and update of the strategic planning process to ensure the District's academic master plan meets the needs of its students.

The other major component of Phase Two is the self-study and accreditation for the District and each of the three-colleges.

PREPARING FOR ACCREDITATION

One of the Phase Two strategic planning process goals is preparing the District for the transition from a single college with three campuses to a three-college district. A critical component of this transition is the self-study and accreditation of the district and the three colleges.

Riverside Community College District is accredited by the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC). The District was last accredited in 2001. A mid-term accreditation report was submitted in March 2004. The next scheduled accreditation self-study will occur during the 2005-2006 academic year. The District visit is tentatively scheduled to take place in spring 2007.

Before the California Community College Board of Governors will officially change a campus status from a "center" to a "college", the center must become independently accredited as a college.

Prior to this, however, a report and support documents must be submitted to the ACCJC /WASC providing evidence that each of the centers (Moreno Valley and Norco) can operate independently. The document, called an Eligibility Report, addresses questions related to instructional issues such as academic programs, degrees, certificates, faculty, administrative support, student services, facilities, financial management, organizational structure and other aspects of college operations.

A second document, called a Substantive Change Report, must also be submitted to the Commission. This report analyzes the impact that would occur on the Riverside campus as a result of the conversion of Moreno Valley and Norco centers/campuses to independent colleges.

Both the Substantive Change Report for the Riverside Campus and the Eligibility Reports for Moreno Valley and Norco and supporting documentation for each were prepared in May of 2004. The RCCD Board of Trustees accepted these reports at its May 19, 2004 meeting and approved the submission of the reports to the ACCJC/WASC.

In July 2004, the Substantive Change Sub-Committee of the ACCJC approved both the content of the report and a name change for the Riverside campus to Riverside City Campus. Also during July, the Commission's Eligibility Sub-Committee accepted the eligibility reports for both the Moreno Valley and Norco centers/campuses and has recommended the approval of the reports to the ACCJC/WASC. The Commission will meet in January to formally take action on the eligibility of the two centers.

To date, district-wide discussions on the new accreditation standards, guidelines and procedures have taken place. A team of district administrators and faculty have attended a training session on the new accreditation process. Additionally, preliminary discussions have taken place concerning the organization of the self-study.

The accreditation work during 2004-2005 will include comprehensive district wide discussions on the accreditation/self-study process. A "culture of accreditation" will be fostered throughout the District. An action plan and organizational structure for the self study will be developed and an Executive Committee to oversee the self study will be formed. Teams of individuals will be identified on each campus to lead the self study process. Training will be provided to familiarize the teams with the accreditation standards. A timeline will be developed to guide the process.

During 2005-2006, the above activities will be continued. In addition, each campus will also prepare a self-study report. These reports will be completed, submitted to the Board of Trustees for approval and subsequently submitted to the Commission prior to the team visitation.

APPENDICES

- Appendix A RCCD Curriculum-Centered
Strategic Planning Model (CCSPM)
- Appendix B RCCD Learner-Centered
Curriculum Framework
- Appendix C RCCD's Curriculum-Centered Strategic
Planning Principles Summary
- Appendix D Integrated Curriculum Assessment
Model

Appendix A

RCCD Curriculum-Centered Strategic Planning Model (CCSPM)

Appendix B

RCCD Learner-Centered Curriculum Framework (LCCF)

RCCD Learner-Centered Curriculum Framework v2004.1

1. Learner Populations (Not mutually exclusive)	2. Learner Objectives (Not mutually exclusive)	3. Learning Provider Models (Not mutually exclusive)	4. Learning Theories/Models (Not mutually exclusive)	5. Learner-Centered Curriculum Architecture (Not mutually exclusive)	6. Learning-Centered Curriculum Configurations (Not mutually exclusive)	7. Learner-Centered Support Services (Not mutually exclusive)
BULKY AND OPPORTUNIST POPULATIONS High School Graduates Working Adults Mid-Career Professional Late Career and Emergent Populations Re-entry Learners Degree Completers Geographic Service Area Populations Underrepresented Populations Older Populations Interest Driven Populations • Discipline • Domains • Professions Employee Populations Degree Holders • A.A.S., A.A.S. • B.A.B.S. • M.A., M.S., M.B.A. • J.D., M.D., S.E.D., Ph.D. Disabled Populations Population Characteristics: Values, Constraints, and Learning Preferences Time Bound Place Bound Commute Bound Isolated Learners Care Givers Institutional Preferences Classroom Laboratory Internet Adaptive Facilities Office Home Interest Language/Culture	CREDENTIAL AND NON-CREDENTIAL OBJECTIVES Degree • A.A.S., A.A.S. • B.A., B.S. • M.A., M.S., M.B.A. • J.D., M.D., S.E.D., Ph.D. Skill Development • SCANS Skills • Work Skills • Basic Skills Certificate • Internal Certification • External • Re-certification License • National • State • Mandatory Continuing Education Trade • Automotive • Plumbing • Building Trade • Electrical/Technician Training • Contract • Open Program • CSI/Celex Operations • Microsoft Word, Excel, Access, Project... • Employment Operation Transfer (Alternative) • Two-year to Four-year • Program to Program Graduate School • Admission/Testing • Professions Post Graduate Continuing Professional Education Enrichment "Find Me" • Unclassified • Unclassified • Evaluation	Community College Model Liberal Arts College Model Comprehensive University Model Research University Model Branch Campus Model Correspondence School Model Executive Education Model University of Phoenix Model PBS Model Credit Bank Model College of the Community Model Meta University Model • Western Governors • Southern Regional Electronic Campus • Open U.S. • Michigan Virtual University Commercial Learning Models • Ziff Davis University Model • System Model • Culture Model • Harvard Direct Model • Knowledge Tool Model • Packaged Teach Model (CD ROM etc.) Corporate University Models • Amherst/Address Virtual Learning Network Model • IBM Learning Services Model • Motorola University Model ASP University Model (Application Service Provider/University) Blackboard.com WebCT Course eCollege WBT LearnLine Virtual High School Model • The Florida High School • Classroom • Maryland Virtual High School of Science and Mathematics Vertical Market Model	AMERICAN PSYCHOLOGICAL ASSOCIATION'S LEARNER-CENTERED PSYCHOLOGICAL PRINCIPLES Cognitive and Metacognitive Factors • Nature of the learning process • Goals of the learning process • Construction of knowledge • Strategic abilities • Thinking about thinking • Context of learning Motivational and Affective Factors • Motivational and emotional influences on learning • Intrinsic motivation in learning • Effects of motivation on effort Developmental and Social • Developmental influences on learning • Social influences on learning Individual Differences • Individual differences in learning • Learning and diversity • Standards and assessment THEORY LEARNING THEORIES (Formal List) • Adult Learning Theory (P. Cross) • Andragogy (M. Knowles) • Archival Instructional Model • Cognitive Dissonance Theory (L. Festinger) • Cognitive Flexibility Theory (R. Skow) • Conditions of Learning (R. Gagne) • Freire's Learning (C. Rogers) • Gestalt Theory (W. Wertheimer) • Modernist Learning Theory (R. M. Gagne) • Multiple Intelligences (L. Gardner) • Situated Learning (J. Lave) • Social Learning Theory (J. Bandura) • Structural Learning Theory (J. Spradlin) • Operant Conditioning (B.F. Skinner)	Control Design Models • Course Degree Credit Model • Modularized Curriculum Model • Team Based Learning Models • Outcome Curriculum Models • Competency Education Model • Realistic Learning Object Model • Reflective (Control) Model • Research Driven Model ... Control Development Models • Flexity Report Model • Industry Standard Model • External Expert Model • Need Based Model • Cross Discipline Model • ISD (Instructional System Design) • ADDIE (Analysis, Design, Development, Implementation, Evaluation) • DACUM (Develop A Curriculum Model) ... Content Delivery Models • Lecture • Laboratory • Online (Intranet) • Self Paced Tutorial (Not Intranet/Local) • Peer to Peer • Technology Enabled (CD, DVD, Video) • Precursor ... Learner Assessment Models • Placement • Mastery • Diagnostic • Learning Effectiveness • Grades • Portfolio • License • Certification ... Credentials Awarded • A.A.S., A.A.S. • B.A., B.S. • M.A., M.S., M.B.A. • J.D., M.D., S.E.D., Ph.D. • Institutional Certificates • Industry Standard Certificates • Certificate of Completion • CEU (Continuing Education Units) ... Comprehensive Business Model • Degree/Term Course Markets • Vertical Learning Markets • Horizontal Learning Markets • Continuing Education Markets ... Curriculum Master Plan • Comprehensive Offerings/Depth • Disciplines/Offered • Schedule • Team Projects • Thesis	Assessment Strategy and Philosophy • Goals • Mastery • Gap • Process • Placement • Marcellian Curricula Configurations • Classic VS. Semester (M, W, F, Tu, Th) • Weekend College • Accelerated Degree Programs • Min Terms • Bi-Weekly Blocks • Saturday School • Self Paced with Seminar • Self Paced with Assessment • Online Learning Community Cognitive Competencies • Verbs • Qualitative • Quantitative • Communication • Analytical • Critical Thinking Core Competencies • Discipline • Communication • Writing • Speaking • Learning • Basic Math • Research • Critical • Creative • Computer Literacy • Web Access • Statistics • Data Base • Presentation • Managing Information • Research • Internet Literacy Curriculum Resources • Content Resources • Assessment Resources • Skills Resources • Reference Resources Domain Competencies • Describe • Skill • Interpersonal Learning Outcomes • Learner Objectives (Zig Cunniff) • Transfer and Articulation • Degree Leader • Employability ... Sequencing of Curriculum • Content Mapping to Course/Syllabi • Course Sequencing or Program Goal • Prerequisite/Co-requisite Sequencing • Post Learning Assessment	Academic Advising • Online Advising • Graduation Check • Transfer Options • Substitutions • Understanding Academic Rules Assessment • Skills • Learning Styles • Knowledge Base Career Counseling • Matching Skills to Jobs • Matching Employment to Jobs • Self Assessment Career Placement • Job Search Preparation • Job Search • Interview Skills • Contract Assessment and Negotiation Day Care Financial Aid Health Center • Health Education • Incontinence • HIV Treatment Center Learning Resource Center • Learning Diagnostics • Skill Development • Learning Plans • Tutoring • Learner Support Services • Study Skills Library • Digital Learning Resources • Books and Reference Material • Journals and Periodicals • Information Search and Retrieval Personal Counseling Recreation Special Population • Disabled and Adaptive Environments • Special Needs • Language Needs Services Center (One Stop Shop) • Buscar • Registrar • Financial Aid • Counseling • Advising Services Learning Tutoring • Online • Learning Resource Center Work Study

Note: (RCCD v2004.1) These lists are intended to be illustrative and are comprehensive. Feel free to add more to this list or modify the list to meet campus specific positive practice guidelines.

Michael G. Dolener and Associates P.O. Box 925, Laramie, WY 82001-0925 • www.mgaonline.com • 800-668-6667 • FAX 307-734-9049 • www.rccd.edu

Appendix C

RCCD's Curriculum-Centered Strategic Planning Principles Summary

RCCD Entity Planning Principles Summary

Approved by the Strategic Planning Executive Committee, April 9, 2004

- **The Learner-Centered Curriculum Model (LCCM) will prevail**
 - LCCM will guide curriculum design, development, and implementation, and review (RCCD Board Resolution No. 43-01/02, March 2002)

- **One Curriculum**
 - A common core of sciences and liberal arts
 - All entities will use a single catalog
 - A common (unduplicated) course numbering scheme
 - A common course outline
 - All courses are transferable within the district

- **One Student Contract**

The contract would include:

 - Matriculation regulations
 - Limitations on Enrollment
 - Programs of Study
 - Degree and Certificate requirements
 - Attendance and grading policies
 - Students rights and responsibilities
 - District-wide student application

- **One Employment Agreement per Bargaining Unit**
 - Both faculty and classified staff will each have one collective bargaining agreement (contract)

- **Student Handbook**
 - All information provided is considered common core with the exception of individual college resources.

- **Faculty Handbook**
 - All information provided is considered common core with the exception of college-specific resources or operation details and services.

- **Management Handbook**
 - One handbook district wide.

- **One District Calendar**
 - All entities will operate according to one district-negotiated calendar

- **Common Policies, Processes, and Procedures**
 - The District's Processes, Policies, and Procedures Grid will be regularly maintained and used to inform operational planning

- **Same WASC Accreditation Cycle for all Colleges**
 - Accreditation reports and visits for all appropriate entities will take place at the same time and according to one calendar
 - The District office will coordinate accreditation reports and visits

- **Chancellor Office Relations**

The District office will coordinate all chancellor office relations in regards to finance, academic, facility planning, data reporting, and related issues

- **State and Federal Relations**

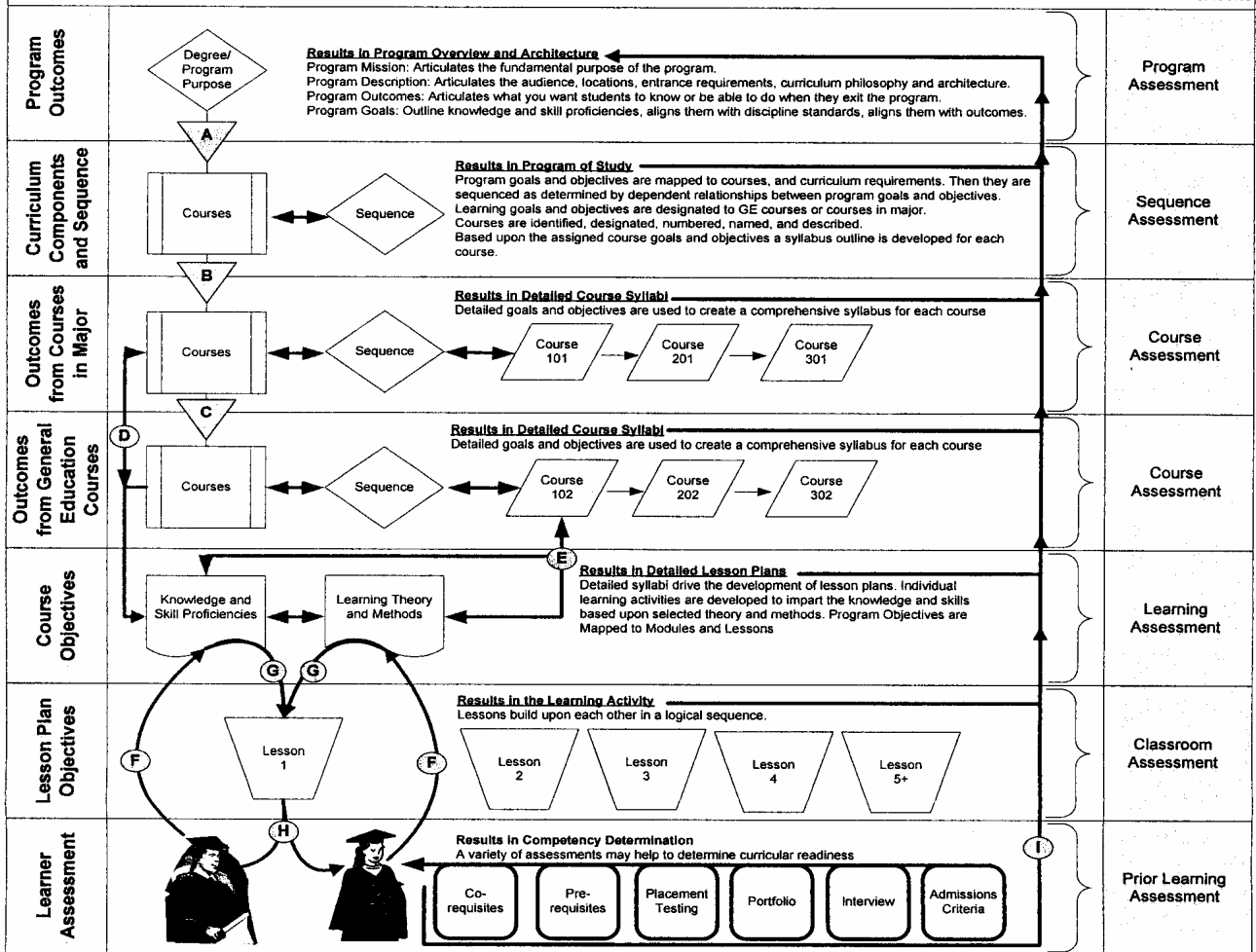
The District office will coordinate all relations with state and federal authorities in regards to finance, academic, facility planning, data reporting, and related issues

Appendix D

The Integrated Curriculum Assessment Model, Michael G. Dolence

The Integrated Curriculum Assessment Model (V.2004.1)

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Notes:

- A** The purpose of the program is achieved through the learners engagement in a sequence of curricular components designed to impart knowledge and skill proficiencies. Components may include such entities as courses, modules, projects, dissertations, thesis, and co-op experience, to name a few.
- B** Once the program objectives are articulated into component parts and the appropriate sequence is determined specific course level or component level objectives (knowledge/skill proficiencies) are determined and mapped to specific course syllabi. Two options exist. Knowledge/skill proficiencies may be mapped to Major/Minor course components or General Education course components.
- C** The relationship between general education courses and courses in major must be considered. The ideal is an alignment to the degree possible between courses in major and general education.

Advice to Users

This model is currently under development. I encourage your comments, suggestions, and observations regarding the content or use of the model. Be sure to check back to download revisions and new versions. (I anticipate that this will be very a fluid development process with lots of modifications.) Please email your communications directly to me at mgd@mgdolence.com. Please include the name of the model and version number in your communication since there are a number of versions in circulation already.

- D** All three layers, Outcomes from Major, Outcomes from General Education, and Outcomes from Individual course objectives must align for a cohesive curricular architecture. Failure to align results in a lack of curricular cohesion.
- E** Knowledge, Skills, Theories, and Methods are blended to construct a course. Course assessments must inform us if the theories and methods we are using are enabling the acquisition of the knowledge and skills we intend to impart to the learners for whom we have fiduciary responsibility.
- F** Prior learning assessments serve to inform faculty as to the preparedness of the learners thereby ensuring an alignment between learning and learner.
- G** Individual lesson plans are designed around the appropriate learning theory and methods required to impart the objectives of the course syllabi to the learners.
- H** Learning occurs in each lesson using the methods, materials, and activities as prescribed or made available by faculty. Each lesson builds the knowledge and skill base over the life of the course. A variety of assessments are used to measure learning.
- I** The Program Review Feedback Loop
Each layer of assessment feeds back to the overall program and course assessment process. Both formative and summative evaluation help to illuminate misalignments, and incongruities in the curriculum design, development and deployment processes.

Diagrams, charts, how to's, and models are provided for educational purposes and should be fully referenced when used. This diagram should be cited as: The Integrated Curriculum Assessment Model, Michael G. Dolence (v. 2004.1)

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THE FIVE RECOMMENDATIONS

From the Visitation Team, March 20 – 22, 2001

Recommendation 1.

The team recommends that Riverside Community College proceed with its plan to “establish a process for regular review and . . . revision of the mission statement” to better guide planning and to recognize the unique aspects of the District’ emerging three college status.

Recommendation 2.*

The team recommends that Riverside Community College formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, facilities, and human resources planning; provide for involvement of faculty, staff, and students, and effectively involve all three campuses. The planning process should utilize information from program reviews, more closely integrate college planning and budgeting processes, and include regular evaluation and reporting of institutional outcomes.

Recommendation 3.

The team recommends that Riverside Community College ensure that its curriculum review and approval process include regular updates and review of all course outlines, specific approval of distance education courses, and accepted practices for the establishment of course sequences.

Recommendation 4.

The team recommends that hiring and evaluation practices for all categories of staff move from practice to policy; that policies to ensure fairness in hiring be adopted for all categories of employees, including adjunct and interim faculty; and that all written hiring and evaluation procedures be followed consistently, according to current adopted procedures and timelines.

Recommendation 5.

The team recommends that the Board of Trustees implement a self-evaluation procedure.

* This recommendation appears four times in the report – at Standards 3, 4, 8, and 9.

Thematic Schematic--an Organizing Tool

Student Learning:

Student learning functions as an overarching theme for Accreditation Standards. "The institution demonstrates a conscious effort to produce and support **student learning**, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support **student learning**."

Standards (Roman numerals) and subsections (Capital letters) are shown in color.

1. Institutional Commitments	2. Evaluation, Planning, and Improvement	3. Organization	4. Dialogue	5. Institutional Integrity
Providing high-quality education IB, IIA IIIA, IIIB, IIIC, IIID IVA, IVB	Effectiveness of process, policies, structures, use of resources IB, IIA, IIB, IIC IIIA, IIIB, IIID, IVA, IVB	Staff IIB, IIC IIIA IVA	On-going, self-reflective IA, IB IIA, 2B IIIB, IIIC IVA	Honesty, truthfulness in publications IB IIA IIB IIIA, IIID IVA IVB
Institutional mission IA IIA, IIC IIIA, IVB	Student achievement IA, IB, IIA, IIB, IIC IIIC	Resources IB IIA, IIB, IIC IIIA, IIIB, IIIC, IIID IVB	Collegial IB IIA IVA	Intentions IA, IB IIA IIIA, IIID IVA, IVB
Issues of integrity and presentation of the institution IA, IB IIA, IIIA, IIID, IVA, IVB	Student learning IA, IB IIA, IIB, IIC IIIC	Communication processes IB IIA, IIB, IIC IIIA, IIID IVA	Explores complex issues IB IIA, IIIA IVA IVB	Policies IA, IB IIA IIB IIIA, IIID IVA, IVB
Use of resources to improve student learning IB, IIA, IIB, IIC IIIA, IIIB, IIIC, IIID, IVA	Cycle of improvement: integrated planning, implementation, evaluation IA, IB, IIA, IIB IIIB, IIID IVA, IVB	Making student learning outcomes public IA, IB IIA	Uses evidence IB IIA, IIB, IIC IIIB, IIIC, IIID, IVA, IVB	Academic freedom IA IIA <hr/> Free inquiry for students IA, IIB
		Evaluation as a means to improvement IB IIA, IIB, IIC IIIB, IIIC, IIID IVA, IVB		Equity and Diversity IIB IIIA <hr/> Academic honesty IA IIIA IVA

Standard I: Institutional Mission and Effectiveness

Standard III: Resources

Standard II: Student Learning Programs and Services

Standard IV: Leadership and Governance

ACCJC Standards

Standards	Sub-Standards	Notes
I Institutional Mission and Effectiveness	The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.	
	I.A. Mission The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.	
	I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character and its student population.	
	I.A.2. The mission statement is approved by the governing board and published.	
	I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	
	I.A.4. The institution's mission is central to institutional planning and decision-making.	
	I.B. Improving Institutional Effectiveness The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates it resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.	
	I.B.1. The institution maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	
	I.B.2. The institution sets goals to improve it effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	
	I.B.3. The institution assesses progress toward achieving it stated goals and makes decision regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	

Standards	Sub-Standards	Notes
	<p>I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>	
	<p>I.B.5. The institution used documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p>	
	<p>I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</p>	
	<p>I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.</p>	
<p style="text-align: center;">II Student Learning Programs and Services</p>	<p>The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development of all its students.</p>	
	<p>II. A. Instructional Programs The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p>	
	<p>II. A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>	
	<p>II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student-learning needs and to assess progress toward achieving stated learning outcomes.</p>	
	<p>II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</p>	
	<p>II.A.1.c. The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</p>	

Standards	Sub-Standards	Notes
	<p>II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, And pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.</p>	
	<p>II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</p>	
	<p>II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency level and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, degrees. The institution regularly assesses student progress towards achieving those outcomes.</p>	
	<p>II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p>	
	<p>II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect diverse needs and learning styles of its students.</p>	
	<p>II.A.2.e. The institution evaluates all courses and programs through on on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>	
	<p>II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.</p>	
	<p>II.A.2.g. If an institution uses departmental course and/or program examination, it validates their effectiveness in measuring student learning and minimizes test biases.</p>	
	<p>II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.</p>	
	<p>II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</p>	
	<p>II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.</p>	
	<p>II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and social sciences.</p>	
	<p>II.A.3.b. A capability to be a productive individual and life long learner: skill include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	

Standards	Sub-Standards	Notes
	<p>II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity' historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	
	<p>II.A.4. All degree programs include focused study in a least one area of inquiry or in an established interdisciplinary core.</p>	
	<p>II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p>	
	<p>II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.</p>	
	<p>II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	
	<p>II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements for the enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	
	<p>II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.</p>	
	<p>II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</p>	
	<p>II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	
	<p>II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.</p>	
	<p>II.A.7.c. Institutions that require conformity to specific codes of conduct or staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</p>	

Standards	Sub-Standards	Notes
	II.A.8. Institutions offering curricula in foreign locations to students other than U.S. national operate in conformity with standards and applicable Commission policies.	
	<p>II.B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services.</p>	
	II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	
	II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following	
	<p>II.B.2.a. General Information –</p> <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and web site address of Institution • Educational Mission • Course, Program and Degree Offerings • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	
	<p>II.B.2.b. Requirements</p> <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer 	
	<p>II.B.2.c. Major Policies Affecting Students</p> <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Compliant Procedures • Sexual Harassment • Refund of Fees 	
	II.B.2.d. Locations or publications where other policies may be found	
	II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	
	II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	

Standards	Sub-Standards	Notes
	<p>II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual aesthetic and personal development for all its students.</p>	
	<p>II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p>	
	<p>II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p>	
	<p>II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	
	<p>II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>	
	<p>II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	
	<p>II.C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students to that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>	
	<p>II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>	
	<p>II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</p>	
	<p>II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills information competency.</p>	
	<p>II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.</p>	

Standards	Sub-Standards	Notes
	<p>II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.</p> <p>II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for assures the reliability of all services provided either directly or through contractual arrangement.</p> <p>II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	
<p>III Resources</p>	<p>The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.</p>	
	<p>III.A. Human Resources The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, and evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse background by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p> <p>III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p> <p>III.A.1.a. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p>	

Standards	Sub-Standards	Notes
	<p>III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	
	<p>III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student-learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	
	<p>III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.</p>	
	<p>III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.</p>	
	<p>III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</p>	
	<p>III.A.3.a. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.</p>	
	<p>III.A.3.b. The institution makes provisions for security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</p>	
	<p>III.A.4. The institution demonstrates thorough policies and practices and appropriate understanding of and concern for issues of equity and diversity.</p>	
	<p>III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.</p>	
	<p>III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</p>	
	<p>III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.</p>	
	<p>III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.</p>	
	<p>III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.</p>	
	<p>III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</p>	
	<p>III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis of improvement.</p>	

Standards	Sub-Standards	Notes
	<p>III.B. Physical resources Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</p>	
	<p>III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</p>	
	<p>III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</p>	
	<p>III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p>	
	<p>III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</p>	
	<p>III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p>	
	<p>III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.</p>	
	<p>III.C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</p>	
	<p>III.C.1. The institution assures that any technology support it provides is designed to meet the need of learning, teaching, college-wide communications, research, and operational systems.</p>	
	<p>III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</p>	
	<p>III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.</p>	
	<p>III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>	
	<p>III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and, enhancement of its programs and services.</p>	
	<p>III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</p>	

Standards	Sub-Standards	Notes
	<p>III.D. Financial Resources Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a responsibility expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning.</p> <p>III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.</p> <p>III.D.1.a. Financial planning is integrated with and supports all institutional planning.</p> <p>III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</p> <p>III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.</p> <p>III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget.</p> <p>III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.</p> <p>III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</p> <p>III.D.2.b. Appropriate financial information is provided throughout the institution.</p> <p>III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.</p> <p>III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, external funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</p> <p>III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.</p> <p>III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.</p> <p>III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.</p>	

Standards	Sub-Standards	Notes
<p style="text-align: center;">IV Leadership and Governance</p>	<p>The institution recognizes and utilizes the contributions of leadership throughout the organizations for continuous improvement of institution. Governance roles are designed to facilitate decision that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities for the governing board and the chief administrator.</p>	
	<p>IV.A. Decision-Making Roles and Processes The institution recognizes the ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.</p>	
	<p>IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	
	<p>IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making process. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.</p>	
	<p>IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.</p>	
	<p>IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</p>	
	<p>IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p>	
	<p>IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</p>	

Standards	Sub-Standards	Notes
	<p>IV.B. Board and Administrative Organizations In addition to the leadership of individuals and constituencies, institution recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/systems and the colleges.</p> <p>IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</p> <p>IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</p> <p>IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</p> <p>IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</p> <p>IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structures, and operating procedures.</p> <p>IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.</p> <p>IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p> <p>IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented and published in its policies or bylaws.</p> <p>IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</p> <p>IV.B.1.i. The governing board is informed about and involved in the accreditation process.</p> <p>IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies, without board interference and holds him/her accountable for the operation of the district/system, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	

Standards	Sub-Standards	Notes
	<p>IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizational, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>	
	<p>IV.B.2.a. The president plans, oversees, evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and other consistent with their responsibilities, as appropriate.</p>	
	<p>IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • Establishes a collegial process that set values, goals, and priorities; • Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • Establishing procedures to evaluate overall institutional planning and implementation efforts. 	
	<p>IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	
	<p>IV.B.2.d. The president effectively controls budget and expenditures.</p>	
	<p>IV.B.2.e. The president works and communicates effectively with the communities served by the institution.</p>	
	<p>IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating, expectation of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between he colleges and the district/system and acts as the liaison between the colleges and governing board.</p>	
	<p>IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</p>	
	<p>IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.</p>	
	<p>IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p>	
	<p>IV.B.3.d. The district/system effectively controls its expenditures.</p>	
	<p>IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.</p>	
	<p>IV.B.3.g. The district/system regularly evaluates district system/role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	

MB Economics

Email: mbeconomics@earthlink.net

Michael J. Bazdarich, Ph.D.
Forecasting/Advisory Services

2033 Orchard Lane
La Canada, CA 91011

818-249-3450
FAX 818-249-3450

ON THE ECONOMIC IMPACT OF RIVERSIDE COMMUNITY COLLEGE DISTRICT

Presentation for RCCD Board

Michael J. Bazdarich, Ph.D.

September 15, 2004

<http://www.mbeconomics.com/rccd091504.ppt>

The economic impact of RCCD is merely the outputs (benefits) it produces for its students and for the community and the costs it and the community expend in order to produce those outputs. A proper accounting tallies both those benefits and costs correctly and properly separates them.

The costs of RCCD are the values of the resources used to produce its outputs, values expended both by its staff AND by its student body and the community. RCCD's cash outlays are just one aspect of this.

TABLE 1. LISTING OF RCCD BENEFITS AND COSTS

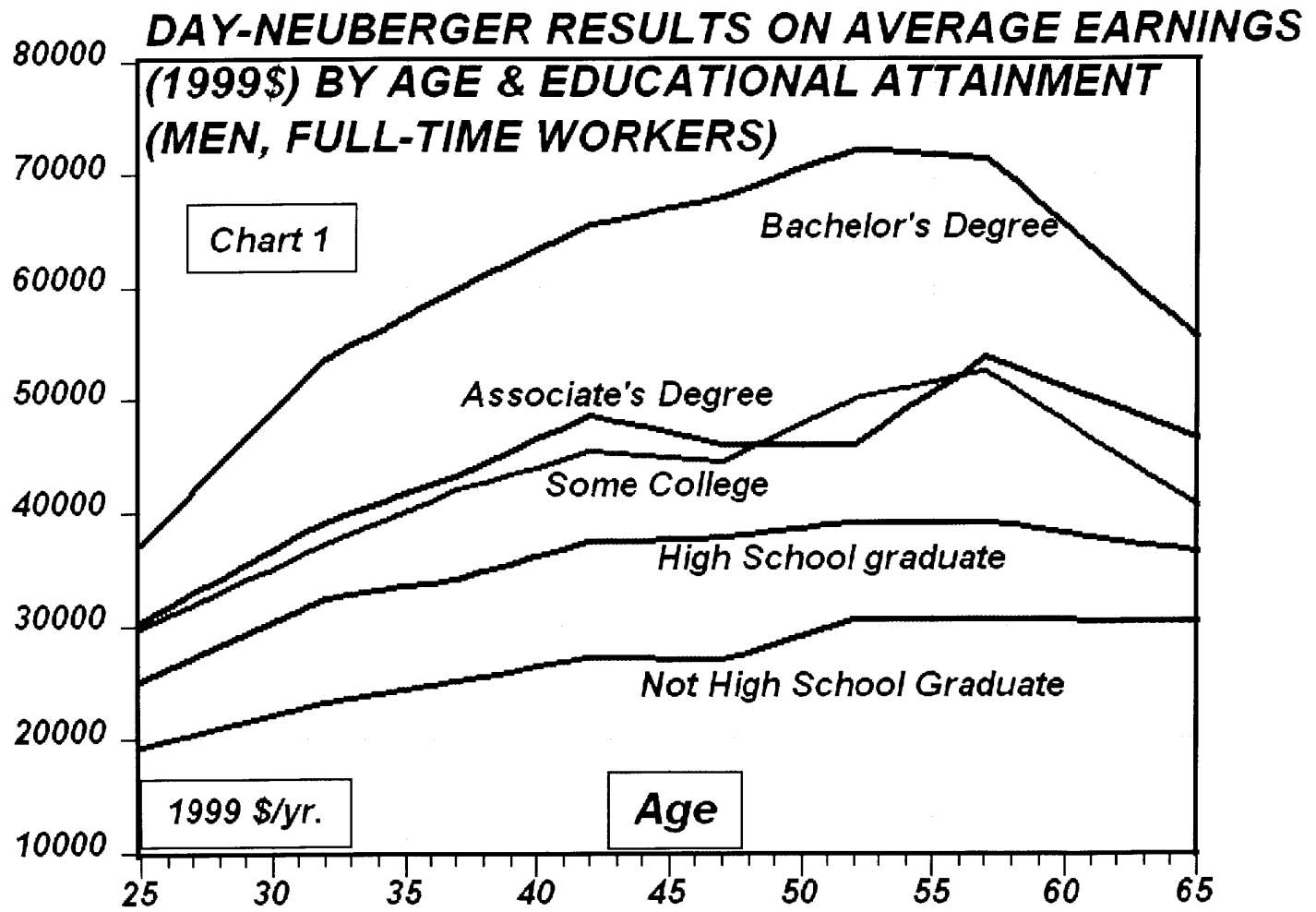
<u>BENEFITS (OUTPUTS)</u>	<u>COSTS (INPUTS)</u>
<i>i) Education Provided to:</i>	<i>i) Staff Time</i>
<i>a) Eventual Bachelor's Recipients</i>	<i>ii) Procurement/Materials</i>
<i>b) Eventual Associate's Recipients</i>	<i>iii) Capital Costs of RCCD Facilities</i>
<i>c) Non-Graduating District Students (including Adult Ed, etc.)</i>	<i>iii) Students' Time</i>
<i>d) Eventual H.S. Diploma/GED recipients</i>	<i>iv) Students' Expenses</i>
<i>e) Non-graduating non-credit students</i>	
<i>ii) Cost Savings to all students from local study</i>	
<i>iii) Indirect benefits to I.E. Community</i>	
<i>iv) Other (Athletic/Theatrical Events, etc.)</i>	

RCCD's primary output is the education it provides to its 28,100-plus students, producing Associates' degrees, progress toward Bachelors' degrees for transferees out, and college experience even for those who will not graduate.

TABLE 3. RCCD EDUCATIONAL OUTPUTS

Spring 2004 RCCD graduates expected to receive B.A.	1,549
Spring 2004 RCCD graduates not expected to complete B.A.	1,947
New students expected eventually to receive AA/BA	667
New Credit Students expected not to receive A.A. or B.A.	2,080
Continuing students not graduating in Spring 2004	21,901

**Federal
govt.
studies
find
substan-
tial effects
of educa-
tional
attain-
ment on
lifetime
earnings.**



Upon capitalizing these results, I find that an Associate's degree is worth about \$250,000 to men and \$167,000 to women, with other attainment levels producing comparable values.

TABLE 4. WORKLIFE EARNINGS & EDUCATION

Education Level	Worklife Earnings, as per [1] (mil.1999\$)	Exp. Pres. Value, (mil.2003\$)		Increment*
		Worklife Earnings	Worklife Earnings & Benefits	
Men (mil.\$/lifetime)				
< H.S. Grad.	\$1.069	\$0.589	\$0.735	
H.S. Grad.	\$1.420	\$0.799	\$0.999	\$0.263
Some College	\$1.741	\$0.969	\$1.212	\$0.213
Associate Degree	\$1.793	\$0.999	\$1.249	\$0.250
Bachelor Degree	\$2.468	\$1.454	\$1.817	\$0.818
AA's Contribution Toward a BA (40% of BA total)				\$0.327
Women (mil.\$/lifetime)				
< H.S. Grad.	\$0.722	\$0.308	\$0.385	
H.S. Grad.	\$0.968	\$0.421	\$0.526	\$0.141
Some College	\$1.173	\$0.507	\$0.634	\$0.108
Associate Degree	\$1.291	\$0.554	\$0.692	\$0.167
Bachelor Degree	\$1.612	\$0.801	\$1.002	\$0.476
AA's Contribution Toward a BA (40% of BA total)				\$0.190
<i>*Increment for H.S. Grad. Is calculated over earnings for "< H.S." For other education levels, increment is calculated relative to "H.S. Grad."</i>				

Combining these results with the annual "output" of RCCD indicates that RCCD produces nearly \$1.5 billion per year "worth" of education. Other "outputs" are incidental.

TABLE 5. VALUE OF EDUCATION BENEFITS OF RCCD in 2003-04 (mil.\$)

<i>Disposition</i>	<i># of Students</i>	<i>Economic Benefits Accrued</i>
<i>Ultimately a B.A.</i>	<i>3,021</i>	<i>\$458.978</i>
<i>A.A. Only</i>	<i>3,798</i>	<i>\$471.542</i>
<i>Some College</i>	<i>2,349</i>	<i>\$426.859</i>
<i>Other Students</i>	<i>18,976</i>	<i>\$133.508</i>
<i>TOTAL</i>	<i>28,144</i>	<i>\$1,490.886</i>

- ***We have not attempted to measure the value of improved citizenship or quality of life from education.***
- ***Also, our benefits estimates were conservative at every step.***
- ***Even with these exclusions, the derived benefits of RCCD are enormous, about \$53,000 per year per student.***

Meanwhile, the operating budget of RCCD exceeds \$159 million per year. In addition, RCCD uses facilities worth about \$40 million per year... and RCCD students expend more than \$230 million worth of time and money in their studies. This also is an input or cost of RCCD's production. In total, RCCD utilizes/costs \$104 million per year of resources.

TABLE 6. ECONOMIC COSTS OF RCCD IN 2003-04 (mil.\$/yr.)

<u>Item</u>	<u>Amount</u>
RCCD Payrolls and Benefits	\$92.163
Procurement and Contracts	\$16.281
Books and Materials	\$3.706
Total Cash Expenditures	\$112.151
Foregone Revenue from Use of RCCD Facilities	\$40.000
Time Investment By Full-Time Students	\$100.672
Time Investment By Other Active Students	\$60.025
Time Investment By "Inactive" Students	\$51.463
Students Materiel Expenses	\$21.235
Total Economic Costs	\$385.546

BOTTOM LINE

- *Our estimates sought to “understate” benefits and fully state costs for RCCD.*
- *Even so, we found total economic benefits of \$1,533 million per year, opposite costs of “only” \$386 million per year.*
- *Our costs estimate exceeds RCCD cash expenses by nearly a factor of three. Still, total benefits exceed total costs by nearly 4-to-1.*
- *At the same time, RCCD’s cash revenues do not fully cover cash costs. RCCD needs community support, and its surplus of benefits over costs makes it worthy of such support.*

THE ECONOMIC IMPACT OF RIVERSIDE COMMUNITY COLLEGE DISTRICT

Michael J. Bazdarich¹, MB Economics & Sr. Economist, UCLA Anderson Forecast

September 2, 2004

I. Introduction and Summary

The **Riverside Community College District (RCCD), through its three campuses in Riverside, Moreno Valley, and Norco, provides upwards of \$1.533 billion per year in benefits** to the Riverside-San Bernardino community. At the same time, **it costs the Inland Empire about \$0.386 billion per year** in manpower and resources to sustain District operations so as to provide those benefits. These are the findings of a study of the Economic Impact of RCCD conducted by my firm.

Furthermore, our findings indicate that these total benefits and costs break down across the three campuses in proportions of 54.5%, and 20.7%, and 24.8% for Riverside, Moreno Valley, and Norco, respectively. That is, for the Riverside campus, we estimate total annual benefits to be \$836 million and annual costs to be \$210 million. For the Moreno Valley campus, we estimate total annual benefits to be \$317 million and annual costs to be \$80 million. Lastly, for the Norco campus, we estimate total annual benefits to be \$380 million and annual costs to be \$96 million.

In performing this study, we have enumerated the benefits and costs of RCCD operations in an economically rigorous way. That is, we have excluded specious "benefits" such as job creation and multiplier effects supposedly associated with RCCD operations. Instead, we have defined as **benefits** only the "outputs" RCCD **directly** provides to its students through its educative operations and the entertainment and enrichment it provides to the community. The manpower and materials RCCD utilizes in producing these outputs are properly accounted for as **costs** of its operation. What is more, again, in tabulating the benefits of RCCD operations, we have included only those for which objective valuation metrics are available. Finally, our accounting of the costs of RCCD operations are exhaustive, including the time and material expenditures incurred by the community in participating in District operations as well as the direct cash expenditures of the District itself.

In other words, in tabulating benefits and costs, we have made every effort to be conservative on revenue estimates and inclusive on cost estimates. Even so, our results indicate that the annual benefits from RCCD's operations are nearly four times as large as the costs incurred. Therefore, these results indicate that RCCD is a very valuable asset to the Inland Empire community, and it is worthy of community support. Such support is crucial to the sustenance of RCCD, because, while total benefits cover costs many times over, the actual cash revenues RCCD receives do not presently cover its cash expenses.

The format of this report is as follows. **Section II** enumerates the benefits and costs of RCCD operations and details the specifics of its student body in terms of graduation rates, etc. **Section III** utilizes federal government studies to derive estimates of the increments to lifetime earnings provided by educational attainment. **Section IV** applies these estimates to the RCCD student census to derive estimates of the annual value of benefits provided by RCCD operations. **Section V** details a thorough-cost accounting of RCCD operations. **Section VI** discusses some of the differences between our approach to calculating economic impacts and that of other such studies, specifically the job-creation and multiplier effects that other studies focus on, and it also discusses the sensitivity of our results to various assumptions. **Section VII** concludes by our summarizing results.

II. The Benefits and Costs of RCCD Operations

Enumerating RCCD Benefits and Costs

Once again, the benefits of RCCD operations are the "outputs" that the District produces, while its costs are the "inputs" required to produce those outputs. This is true for any private-sector business, and it is just as

¹ The author is very grateful to David Torres and Daniel Martinez of the Office of Institutional Research and to Drs. James Parson and James Buysse and their offices for their assistance in the preparation of this Report. Of course, any errors contained herein are solely the responsibility of the author.

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for a public institution such as RCCD. Typically with a private business, the value of its outputs is fully described by its revenues, and the value of its inputs is fully described by its costs. If a business is fully profitable, then by definition, revenues exceed expenses, so benefits exceed costs, and the business is a worthwhile addition to the community's economy. However, even for a business, this market-evaluation process will prove inadequate when there are impacts on the community that are "external" to the firm's finances, such as the costs of pollution it generates or non-cash community benefits from its operations.

For a public institution, such as a community college, such "externalities" are the **dominant** aspect of the institution's operations in the first place (otherwise a private company could handle those operations just as well). Therefore, tabulation of its economic impacts requires a more comprehensive benefit-cost analysis than merely an income statement. Still, such a comprehensive benefit-cost analysis would at least start with the elements of the institution's financial statements.

In the case of the RCCD, its output is the education it provides to the Inland Empire community. There are three major, identifiable "externalities" involved in this accounting.

- 1) *The benefits of RCCD education accrue throughout students' lives, not just for a year. This factor is an "externality" because young people are typically not in a situation where they can accurately evaluate the lifelong benefits a college education affords, and so they would typically not be willing--even if able--to pay the full market value of an education.*
- 2) *Providing education enriches the whole community, not just the RCCD student body itself.*
- 3) *A substantial portion of the "costs" of RCCD operation--as well as that of any school--are borne outside the school's budget, namely the value of time and non-fee materiel expenditures invested by students themselves in their education. These inputs are crucial in securing the "outputs" of RCCD education, but again, they are not part of the District's operating budget.*

The first two items provide an argument for government and community support of RCCD. Indeed, both public and private colleges typically receive the major component of their support from government, alumni, and concerned citizens, not from their student body. Still, the question arises whether the community receives adequate recompense for its support, and so a study such as ours becomes useful.

The third "external" item is of relevance to a comprehensive cost accounting of RCCD operations. As stated just above, in order to ascertain that a college is fully worthy of community support, we should be able to show that the total benefits from its operations meet or exceed total costs. At the same time, in order to ensure that such a finding is meaningful, we must ensure that the cost measure used is inclusive.

There are two aspects of the education benefits of RCCD. Again, RCCD provides higher education to the Inland Empire community, as we have already mentioned. In addition, RCCD allows residents to obtain this higher education locally, without having to commute to or take up residence elsewhere, and these cost savings are also benefits of RCCD.

Some students matriculate at RCCD in order to obtain the lower-division credits that will eventually allow them to earn a Bachelor's degree or higher at a four-year institution. Others attend RCCD in order to earn an Associate's Degree or equivalent certification alone. Others will earn college credits, but will leave school before they earn a college degree. Still others attend non-college-credit courses at RCCD in order to complete their high-school education.

While all these students receive value from their education at RCCD, for each, the different levels of educational attainment will bring different associated economic returns. All of these students also benefit from the cost savings of being able to study locally at RCCD rather than at more distant facilities, in different degrees depending on the time spent on schoolwork. *Our accounting of the benefits of RCCD operations proceeds by distributing the RCCD student body across these various categories and calculating associated educational and cost-savings benefits for each group.*

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Meanwhile, RCCD provides these benefits by hiring professors and support staff and by operating and maintaining its facilities. These are the "internal" costs of RCCD operations, and their economic value is adequately reported by the RCCD operating budget.

However, as a public institution, RCCD's budget statement is not an income statement per se, and so it does not include any provisions for non-cash costs of depreciation or other "capital consumption," such as a private company would report. Still, the District does utilize a large stock of plant and equipment in its operations. Those facilities have alternate uses to the community, and even though the District does not pay explicit cash costs to utilize these facilities, the "opportunity costs" of reserving these facilities for RCCD rather than alternative uses is a legitimate cost of RCCD operations. Thus, an allowance for these items should be made as part of a full cost accounting for RCCD.

Finally, again, in addition to District staff time and material expenditures, again, RCCD students themselves also expend vast amounts and time and material in furthering their studies. These implicit and explicit expenses should also be accounted as costs (inputs) of RCCD operations.

Table 1 lists the benefits and costs--outputs and inputs--of RCCD operations. Each of these items is evaluated in turn in the sections below.

TABLE 1. LISTING OF RCCD BENEFITS AND COSTS	
BENEFITS (OUTPUTS)	COSTS (INPUTS)
i) Education Provided to:	i) Staff Time
a) Eventual Bachelor's Recipients	ii) Procurement/Materials
b) Eventual Associate's Recipients	iii) Capital Costs of RCCD Facilities
c) Non-Graduating District Students (including Adult Ed, etc.)	iii) Students' Time
d) Eventual H.S. Diploma/GED recipients	iv) Students' Expenses
e) Non-graduating non-credit students	
ii) Cost Savings to all students from local study	
iii) Indirect benefits to I.E. Community	
iv) Other (Athletic/Theatrical Events, etc.)	

Remember, finally, that costs items i) and ii) are included in RCCD operating budgets, but that

other cost items are not. Meanwhile, the benefits of RCCD operation are so much more comprehensive than the actual cash revenues of RCCD that official revenues do not provide even a good starting point for a benefit assessment. This is not a knock at RCCD bookkeeping practices, but rather an acknowledgement of RCCD as a public institution.

Composition of RCCD Student Body

The composition of RCCD student body in Spring 2004 semester is shown in **Table 2.**² In the previous year, out of a Spring 2003 student body of 29,191 and a full-time student count of 7,903, the District awarded 1,820 Associate's Degrees and 1,490 certificates. While official data on Spring 2004 graduations are not yet available, we used Spring 2003 graduations and full-time student counts to obtain a Spring 2003 graduation rates, and we applied that rate to the Spring 2004 student body to

TABLE 2. Spring 2004 RCCD STUDENT BODY	
TOTAL STUDENTS	28,144
New Students	2,698
Continuing/Returning	22,435
Transfer	1,699
Not Applicable	807
Unknown	505
COURSE-LOADS	
Full-Time (12 units +)	8,006
Part-Time, "Active" (6-11.9 units)	10,725
"Inactive" (0.1 to 5.6 units)	9,413

obtain estimates of 1,844 Associates Degrees and 1,509 Certificates awarded in Spring 2004. (That is, our methods assume that the full-time student count is the relevant pool from which graduations are "drawn.")

Now, not all RCCD students transferring to 4-year colleges and universities and eventually receiving Bachelor's Degrees will first receive an Associate's Degree. Some will transfer directly (without graduating from RCCD) upon receiving appropriate college credits. Such students should also be included among

² The statistics presented in this subsection are based on data supplied by David Torres and Daniel Hernandez of the RCCD Office of Institutional Research.

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eventual Bachelor's recipients within RCCD outputs. While official data were not available on total RCCD transfers to 4-year institutions or transfers by non-recipients of Associate's Degrees, we estimated the size of this cohort by using data on educational "Goals," as stated by RCCD students in the Spring 2004 census.

RCCD [Research Notes](#) for Spring 2004 list 13,397 students who listed an AA/AS, Vocational Degree, or BA/BS as their educational goal in attending RCCD. Of these, 8,747 intended to transfer after receiving an AA/AS; 2,138 intended to transfer without receiving an RCCD degree; and 2,512 intended to receive an AA/AS or Vocational Degree without transfer. These proportions suggest that in addition to an estimated 3,353 officially graduating students in Spring 2004, another 390 students finishing RCCD in Spring 2004 will transfer to a 4-year institution and continue to work toward a BA/BS or higher. With an estimated 1,596 Spring 2004 AA/AS recipients also transferring to a 4-year institution, this results in an estimate of 1,986 total Spring 2004 RCCD "graduates" continuing to work toward a Bachelor's Degree. We utilize an estimate of 78% completion rate for these students, so that 1,549 of them will eventually receive a BA/BS³. The remaining 1,947 of Spring 2004 "graduates" will complete their schooling with the equivalent of an Associate's Degree and with that training provided by RCCD.

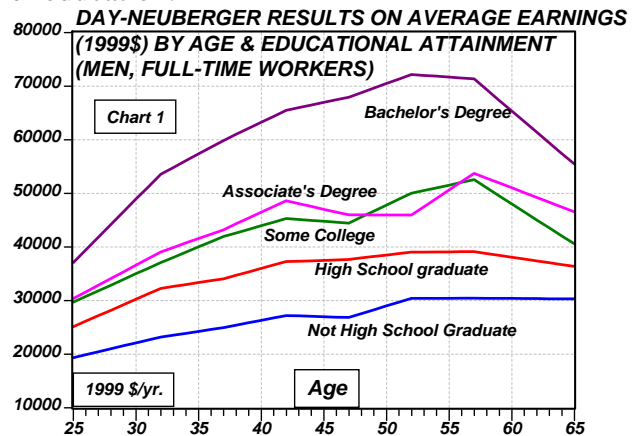
Spring 2004 RCCD graduates expected to receive B.A.	1,549
Spring 2004 RCCD graduates not expected to complete B.A.	1,947
New students expected eventually to receive AA/BA	667
New Credit Students expected not to receive A.A. or B.A.	2,080
Continuing students not graduating in Spring 2004	21,901

Other 2003-04 outputs of RCCD are as listed in [Table 3](#). The specific details shown there will be of use when we evaluate educational benefits in [Section III](#) below.

III. [The Economic Value Of A College Education](#)⁴

Rather generating our own data on the economic value of higher education, we draw on the results of federal government surveys performed by the Bureau of the Census, U.S. Department of Commerce. Specifically, a recent study by Jennifer Cheeseman Day and Eric C. Neuberger, entitled "[The Big Payoff: Educational Attainment and Synthetic Estimates of Work-life Earnings](#)" (hereafter referred to as Day-Neuberger, see "References" below for a full citation), utilized survey data on earnings by age and by education, to derive estimates of work-life earnings by level of education.

They reported average earnings levels by age and educational attainment as of 1999. Their results showed definite and substantive effects of educational attainment on lifetime earnings power. They found earnings levels to vary directly with level of education throughout a worker's career, not just over the lifetime in total. [Chart 1](#) at right summarizes their findings for male workers over the educational levels relevant to our study. Similar results hold for female workers across education levels.



Now, again, Day-Neuberger report earnings as of 1999 for various levels of age and education. Those results require modification to make them directly applicable to our study. As they acknowledge, a current 25-year-old can expect to earn more when he or she turns 40 than is **currently** earned by a 40-year-old of equivalent education, and similarly for other ages. Therefore,

³ Graduation rates for transferring RCCD students were not available as yet. We used a rate of 78% because that rate was applicable for the College of the Desert, a similar institution in Riverside County for which such data were available.

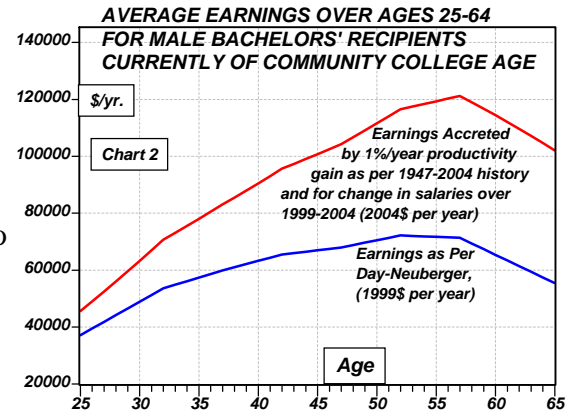
⁴ The findings in this section were presented in earlier and somewhat different form in "The Personal Value Of A College Education And The Community Value Of Colleges," [Inland Empire Review](#), September 2003, UCR Forecasting Center, http://www.agsm.ucr.edu/forecast/ier/09_03/09_03.html.

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in order to estimate a value for future lifetime earnings of, say, a college graduate currently 25 year old, the Day-Neuberger results should be adjusted to reflect future earnings accretion at various ages.

Over the last fifty years, per-capita real earnings of American workers have risen at an average rate of 1% per year. This is a good measure of the rate at which the wages of workers of a particular age can be expected to rise in the future. For example, accreting the **current** wages of 40-year olds by 1% per year for ten years provides a good measure of what 40-year-olds can expect to earn ten years from now.

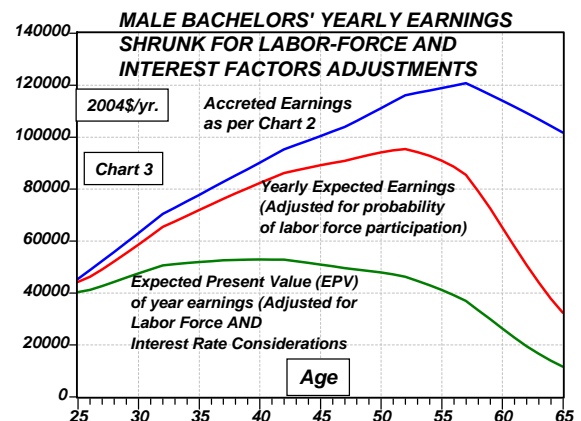
We took the Day-Neuberger 1999 earnings levels of male BAs of various ages and adjusted these to 2004 dollars, using the cumulative increase from 1999 through 2004 in the Employment Cost Index for Private-Sector Workers' wages (+17.2%), as published by the Bureau of Labor Statistics (**Chart 2**). We then accreted resulting wages levels at each age by a 1% per year productivity growth factor, in order to estimate prospective future earnings at various ages for individuals currently of community college age, that is 21 years old.⁵ For example, 1999 earnings at age 40 were accreted by 16.9% to convert them into 2004 dollars and then by 1% per year for 19 years to estimate the prospective future earnings (in 2004 dollars) at age 40 of a (eventual) college graduate currently 21 years old. Earnings for other ages and educational attainment (and for females) were adjusted comparably.



Finally, we want to use these results to derive estimates of expected work-life earnings for various education levels and for males and females. While Day-Neuberger's calculate such work-life aggregates, they make no allowance for the **time value of money**. Because of interest rate (time value) considerations, a dollar today is worth more than a dollar in the future. So in order to properly aggregate earnings over time, prospective, future earnings levels should be adjusted for interest factors.

Similarly, the Day-Neuberger results were reported both for full-time and part-time workers. However, studies typically find that this distinction muddies over time. That is, a person who is working full-time today can be expected to transition out of and back into the labor force (and from full- to part-time and back) at various points in his or her work-life. A Labor Dept. study by Shirley Smith, "**Work-life Estimates: Effects of Race and Education**," details the statistical incidence of these transitions for workers of different ages and education levels. (See "References" below for a full citation.) We used her findings to adjust the Day-Neuberger results for the likelihood of workers being alive and active in the workforce at various ages.

Chart 3 shows the effects of these successive adjustments, again for male BAs. Specifically, the top line in that chart shows prospective future earnings levels for a current 21-year old, as per **Chart 2**. The middle line shows how these prospective earnings shrink to "expected" earnings upon adjustment for the probability of a current 21-year-old actually being in the labor force in respective future years. The lower line shows how expected earnings levels shrink further to the expected present values of future earnings upon further adjustment for interest rate factors.



⁵ The Spring RCCD Research Notes list the mean age of an RCCD student as 27.2 years. It is our understanding that this mean age reflects the large numbers of adults studying at RCCD to achieve "Personal Development" or the like. It is our further understanding that among the 47.6% of RCCD students studying in order to attain a college degree, the age profile is much younger than that for the District as a whole. Thus, we use an age of 21 years for RCCD graduates.

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In adjusting future earnings levels to present values, we use a 2.36% annual interest rate, which is appropriate for inflation-adjusted values. That is, the annual earnings levels shown in **Chart 2** and "shrunk" in **Chart 3** are given in 2004 dollars, and so they are real--or after-inflation--wages estimates. Since we are dealing with inflation-adjusted earnings, it is appropriate to time-discount these using an inflation-adjusted interest rate. The 2.36% value we use is that currently available on inflation-indexed, long-term U.S. Treasury Bonds (TIPS), and so it is an appropriate interest factor to apply to our prospective earnings data.

Again, **Charts 2** and **3** show annual earnings estimates for male college graduates. Similar patterns hold for females and for other levels of education. **Table 4** shows resulting estimates of work-life earnings levels for men and women at various levels of educational attainment when expected present values of future earnings are aggregated across work-life. The first column there shows Day-Neuberger's actual results. The second column shows expected present values of lifetime earnings as per the adjustments summarized here. Notice that despite the accretions summarized in **Chart 2**, our work-life earnings estimates are only about half as large as those of Day-Neuberger. This "shrinkage" reflects the effects of workforce-participation and interest-rate factors on their results (as depicted in **Chart 3**).

Now, so far, we have dealt only with wage earnings, such as were reported in Day-Neuberger. The third column in **Table 4** adjusts work-life earnings (wages) for the effects of employee benefits (pension contributions, health care coverage), which are assumed to accrue to workers at a rate of 25% of wages, as is common across the country.

The last column in **Table 4** shows the **increments** to lifetime contributed by each successive level of educational attainment. The earnings increments for high school graduates are calculated as the differences between lifetime earnings for high school graduates and those for non-high-school graduates ("<H.S. Grad.") For higher levels of education, the increments to earnings are calculated relative to earnings for high school graduates.

Finally, students do not receive BA degrees from RCCD. However, their studies there do contribute toward the BA earnings increment they will eventually receive at four-year institutions. The RCCD contribution to a BA degree should be worth more than the increment earned for an AA alone. At the same time, while RCCD studies account for about half an eventual BA's college time, the RCCD contribution will be worth something less than 50% of the value of a BA, since the lower-division credits earned at RCCD presumably make less of a contribution to a BA than the upper-division credits earned at a four-year school. We take the RCCD contribution to a BA to be worth 40% of the earnings increment provided by a BA, as shown in the last lines of each segment of **Table 4**.

TABLE 4. WORK-LIFE EARNINGS & EDUCATION				
Education Level	Work-life Earnings, as per [1] (mil.1999\$)	Exp. Pres. Value, (mil.2004\$)		Increment*
		Work-life Earnings	Work-life Earnings & Benefits	
Men (mil.\$/lifetime)				
< H.S. Grad.	\$1.069	\$0.708	\$0.885	
H.S. Grad.	\$1.420	\$0.961	\$1.201	\$0.316
Some College	\$1.741	\$1.168	\$1.460	\$0.259
Associate Degree	\$1.793	\$1.203	\$1.503	\$0.302
Bachelor Degree	\$2.468	\$1.757	\$2.196	\$0.994
AA's Contribution Toward a BA (40% of BA total)				\$0.398
Women (mil.\$/lifetime)				
< H.S. Grad.	\$0.722	\$0.368	\$0.460	
H.S. Grad.	\$0.968	\$0.503	\$0.629	\$0.169
Some College	\$1.173	\$0.607	\$0.759	\$0.130
Associate Degree	\$1.291	\$0.664	\$0.830	\$0.202
Bachelor Degree	\$1.612	\$0.959	\$1.199	\$0.570
AA's Contribution Toward a BA (40% of BA total)				\$0.228
*Increment for H.S. Grad. Is calculated over earnings for "< H.S." For other education levels, increment is calculated relative to "H.S. Grad."				

Once again, the earnings increments shown in **Table 4** are measures of the expected present value **today** of the increment to **future** lifetime earnings achieved by a current RCCD student upon his or her completion of a given level of education. As such, they measure the present economic, earnings value of educational attainment. Of course, as acknowledged in **Section 1**, a college education is also understood to offer

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benefits in terms of improved citizenship by and an improved quality-of-life. As we have no good metric for such benefits, we have had to exclude them from our analysis, which serves to understate the benefits reported in our study relative to the total that RCCD operations actually produce.

Similarly, the reader will notice that the Day-Neuberger results report earnings only over ages 25-65. Presumably, the Census survey they drew from had too small a sample over ages 18-24 and 66-up to draw reliable results. Yet, even college students can be expected to participate in the labor force over ages 22-25, and there is substantial probability they will continue to work past age 65, so that further earnings increments from education can be expected over those ages. On these grounds, too, our results can be said to understate the benefits of education by ignoring earnings outside ages 25-65.

IV. Estimating The Specific Benefits Of RCCD Operations

Value of Educational Benefits Bestowed in AY2003-04

The results from **Section III** can be applied to the AY2003-04 census of RCCD students to calculate educational benefits actually provided then. An initial complication is the fact that the Day-Neuberger effects and our modification of them report increments to earnings from **completed levels** of educational attainment, not from the **individual years** of study (freshman, sophomore, etc.).

However, with some students at RCCD in AY2003-04 engaged in 1st-year studies, some engaged in 2nd-year studies, and some involved in comparable levels of high-school equivalency studies, we can use the **Section III** findings to obtain a simplified approximation of the educational benefits specifically provided in AY 2003-04.

The actual academic benefits produced by RCCD in 2003-04 are the sum of **first-year credits** awarded in 2003-04 and **second-year credits** awarded in 2003-04. Meanwhile, the degrees awarded in 2003-04 accrue from **first-year credits** awarded in **previous** years and from **second-year credits** awarded in 2003-04. Since RCCD's student body has grown or held steady over time, we know that the value of first-year credits awarded in 2003-04 to **future** graduates is about the same as that of first-year credits awarded in previous years to **2003-04** graduates. Therefore, the value of all college credits awarded in 2003-04 to current- and future-year graduates is approximately the same as the value of all college credits awarded in 2003-04 and earlier to 2003-04 graduates. But this latter value is merely the economic value of the degrees awarded in 2003-04 by RCCD, which we can evaluate via the **Section III** results. This logic is recapped in stylized form in the text box below.

<p><u>VALUE OF COLLEGE CREDITS PROVIDED THIS YEAR</u> VAL(1st-yr. creds.2003-04) ≈ VAL(1st-yr.creds.2002-03), SO VAL(1st-yr.creds.2003-04) + VAL(2nd-yr.creds.2003-04) ≈ VAL(1st-yr.creds.2002-03)+VAL(2nd yr.creds.2003-04) ≡ VAL(AA's awarded in 2003-04).</p>

Now, the logic in the box proceeds as if all RCCD graduates complete their work in two years. However, the fact that some students take more than two years does not invalidate the result, it only makes the actual notation for the box above more complicated than we have actually shown it to be. **As long as all components of the RCCD student body are stable or growing over time, it must be the case that the increments to earnings achieved this year by all current- or future-year RCCD graduates will be greater than the economic value of AA degrees (and equivalents) actually awarded this year by RCCD.**

To apportion these estimates correctly, we need to estimate how many of the current-year, non-graduating, students can be expected to graduate at some time in the future. RCCD Census and graduation results suggest that 21.8% of continuing, active students in 2003-04 actually graduated this year.⁶ We take this figure as an estimate of (eventual) graduation rates for all active students.

⁶ "Active" students are defined, for our purposes, as those students sustaining a load of 6 units or more per semester. It is from this cohort that future RCCD graduates can be expected to be drawn. These students comprise 66.6% of the RCCD student body.

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From the RCCD census results reported in **Table 3**, 1,549 2003-04 graduates can be expected eventually to receive a BA or equivalent, and 1,947 2003-04 graduates can be expected to have finished their educational attainment with an AA or equivalent. Out of 2,747 new students in 2003-04, 398 can be expected eventually to graduate from RCCD or higher. (Of these, 1803 can be expected to have been active students in 2003-04, and 21.8% of those active students can be expected eventually to graduate.) Also, of continuing or returning students in 2003-04 who did not graduate in that year, 2,925 can be expected eventually to graduate in some future year. **For all these students, the value of all credits earned by them in 2003-04 can be underestimated by calculating the present value of 3,343 AAs for 2003-04 and RCCD's contribution to 1,549 eventual BAs.** These values are given in the first two lines in **Table 5**, using the respective increments reported in **Table 4** and a 40%/60% split between men and women.

The estimates derived so far cover only those 2003-04 students who either graduated this year or who can be expected to graduate at some time in the future. That leaves another 2,349 new, active students who cannot be expected to finish their degree and 18,976 other students who also cannot be expected to graduate.

To these cohorts, we would want to apply the education level of "Some College" and the associated earnings increment. The question arises as to how to do this in a way that avoids double-counting or over-counting. That is, the description "Some College" would seem to be applicable to anyone who has ever registered for a college course. This is not an educational level for which a fixed or recognizable curriculum can be ascribed. To keep our estimates conservative, we will apply this level figure to as narrow a cohort of students as is relevant. That is, we will apply it only to new students who cannot be expected to graduate in the future. After all, for continuing students who will not graduate, they already had attained the level of "Some College" in previous years, and so there is no discernible increment to that level in 2003-04.

Disposition	# of Students	Economic Benefits Accrued
Ultimately a B.A.	3,021	\$458.978
A.A. Only	3,798	\$471.542
Some College	2,349	\$426.859
Other Students	18,976	\$133.508
TOTAL	28,144	\$1,490.886

As seen in the 3rd line of **Table 5**, attributing the education level of "Some College" to those 2,349 new credit students who cannot be expected to graduate results in a benefit estimate of almost \$400 million. While this benefit estimate is enormous, it is also the smallest such estimate that could be attached to this group, given that we have excluded such a large number of RCCD students from this cohort.

For the 18,534 remaining students, the 2003-04 year provided no increment to educational levels nor any progress to that effect. (Once again, these students already attained the educational level of "Some College" in prior years, and no higher educational level will be attained.) The fact that these students continued their education indicates that they received **SOME** benefits from this education, and a lower-bound estimate of these benefits can be obtained by estimating the cost of time, fees, and materiel that these students actually invested in furthering their education in 2003-04. We estimate this amount at \$131.1 million. (This amount is also included as a cost of education for these students, and so the reader should be aware that there is no increment to net benefits of RCCD operations from including these amounts.)

As shown in **Table 5**, the sum total of educational benefits provided in 2003-04 is estimated to have been \$1,491 million. While this amount is prodigious, it too averages out to just about \$53,00 per student. Again compared to the \$50,000 in economic costs paid by private-college students (not to mention the presumably much larger economic **benefits received** by those students), these amounts look reasonable.

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Notice also, again, that our calculation have excluded estimating any benefits from RCCD programs such as "Adult Education," "Continuing Education," and ESL programs. Similarly, we did not provide benefit estimates for citizenship or "quality-of-life" benefits from education, and the earnings results we drew from excluded earnings gains for college graduates over ages <25 and >65. We'll discuss these aspects of our findings more in [Section VI](#), but for now, we would assert that as large as the estimated education benefits of RCCD are, we have taken steps at every juncture to keep these estimates conservative, even understated.

Value of Cost Savings From Students Being Able to Study Locally

As stated in [Section II](#), another benefit provided by RCCD is that its presence in the Inland Empire community saves local students considerable amounts of time and expenses that would have had to be expended in commuting to the next closest higher-ed alternative, were RCCD not in existence.

The 28,144 RCCD students in AY 2003-04 took an average course load of 8.0 units. We assume that for each 4 units of course load, one round trip to campus is required, so that the average RCCD student can be expected to have made 2 round trips to RCCD campuses per week over the 32 weeks of 2003-04. But for the existence of RCCD, those trips would have had to be made to community colleges in San Bernardino or even further away, necessitating a round-trip commute of one hour more than what these students currently expend in commuting to RCCD campuses. Assuming a market value of time equal to the minimum wage in California, \$8.50 per hour, leads to an estimate of \$14.6 million worth of time **NOT** expended by RCCD full-load students in commuting.

As for meals and parking fees for commuting students, these expenditures would have to be made whether they commuted to RCCD or elsewhere. However, the availability of RCCD in the Valley does allow students to expend less on automobile fuel and wear-and-tear than would otherwise be the case. Using the standard allowance of vehicle costs of \$0.32 per mile for fuel, maintenance, depreciation, and insurance, we estimate that RCCD students saved \$27.4 million in vehicle expenses by being able to attend RCCD rather than commuting to institutions to the north or west.

V. **The Economic Costs Of RCCD Operations**

RCCD Direct Expenditures

The various costs of RCCD operations were listed in [Section II](#) above. Most of these costs are included in RCCD's operating budgets. However, it should be noted that from those budgets, we have excluded such "expenditure" items as "Debt Service," "Book Grants/Waivers," "Intrafund Transfers," and "Contingency/Reserves." Such items do **NOT** cover costs of current operations, and so they are excluded from our cost accounting. What are included are total payrolls, costs of utilities and other services, costs of books and other supplies, and the expenditures of ASRCC.

Value of RCCD Services From RCCD Plant & Buildings

As for "capital outlays," while these are substantial, production-oriented expenditures, they are investments made to produce a flow of outputs over time. The "costs" in any one year of the usage of the capital stocks accreted by capital outlays is equal to the foregone earnings (opportunity costs) from using this capital at RCCD rather than in an alternative pursuit.

That is, RCCD occupies a vast facility across three campuses, with diverse buildings and improvements. Were RCCD not in existence, those facilities could be utilized in alternative pursuits, which could be expected to result in a flow of capital income to the owners of the facilities or to the community. By using these facilities for operations of RCCD, the owners/community forego these alternative income flows, and so they represent an opportunity cost of RCCD operations.

Our very rough estimate is that the land and facilities encompassed by the three campuses of RCCD have a current market value of \$400 million. In the private sector, assets of that value should be accruing total,

P. 10, M. Bazdarich, "The Economic Impact Of Riverside Community College District," 9/2/04

gross returns of \$40 million per year, and we have properly included that amount as an element of the true cost of RCCD operations.

Costs Expended by Students

In addition to the operating costs of the RCCD plant and staff, the other costs of RCCD operations include the value of time and cash expended by RCCD students in pursuing their studies. This includes time spent on campus, commuting to campus, and studying at home for classes, as well as the cash costs of commuting, books, and materials. Meals would have to be consumed anyway, and students' clothes and lodging would have to be purchased anyway if students were not in school, so these are not legitimate cost items for RCCD operations.

Item	Amount
RCCD Payrolls and Benefits	\$92.163
Procurement and Contracts	\$16.281
Books and Materials	\$3.706
Total Cash Expenditures	\$112.151
Foregone Revenue from Use of RCCD Facilities	\$40.000
Time Investment By Full-Time Students	\$100.672
Time Investment By Other Active Students	\$60.025
Time Investment By "Inactive" Students	\$51.463
Students Materiel Expenses	\$21.235
Total Economic Costs	\$385.546

For each unit of courseload, we estimates RCCD students' class time at 1.1 hours per week, with an additional 2 hours per week spent in study and study groups. As for commute time, as in [Section IV](#), we assume one trip to class per week for each 4 units of courseload, though in this case, the commute to school is assumed to be a 1-hour roundtrip rather than 2 hours.

Using these parameters, our estimates are that full-time students invested \$100.7 million of their time in their studies in 2003-04, that other active students expended \$60.0 million worth of their time, and that "Inactive" students expended \$51,5 million worth of their time in pursuing their studies.

Finally, there is the item of materiel expenditures by RCCD students on textbooks, commuting, and school materials. We assume the average commute to RCCD is 10 miles in each direction, which results in an estimate of \$11.9 million per year in actual car expenses by all RCCD students.

Finally, we allow for an expenditure on textbooks and materials of \$40 per unit of courseload, which amounts to total materiel expenditures by students of \$9.3 million. All told, the costs of time and money expended by RCCD students on their studies is found to be on the order of \$233.4 million per year.

Upon adding RCCD direct expenditures, the opportunity costs of the RCCD plant, costs of time expended by RCCD students in their studies, and textbook/material expenditures by them, we estimate the total economic cost to the community of RCCD operations to have been \$385.5 million in 2003-04, as detailed in [Table 6](#). Notice that this amount is more than three times as large as the direct cash expenditures listed on RCCD financial statements. On this count, our cost accounting certainly looks comprehensive.

Note that we have not included the fees and tuition paid by students as an item of either economic costs or benefits. These fees are certainly a cost to the students paying them. However, those expenditures--and the revenues RCCD receives from the state--are paid toward the operating expenses in RCCD's cash budget. As those latter expenses have already been included in our accounting, it would be double-counting to also include the fees and tuition paid toward these expenses by RCCD students.

Again, the costs of RCCD are all the value of all resources expended in providing its services to the community. Various cash flows (in various directions) that cover **some** of these expenditures are essential for the financial integrity of RCCD, but they are only incidental to the cost accounting of the District.

Benefits and Costs of Individual Campuses

As of the time this report was drafted, no information was available as to the breakdown of RCCD operating expenses across the three RCCD campuses. Also, the only available information on education outputs across the three campuses is information on enrollments and course loads across campuses.

We will use that information to estimate a breakdown of benefits and costs across the Riverside, Moreno Valley, and Norco campuses. When and if more detailed information of campus operations becomes available, we would be able to provide a more detailed and measured breakdown of benefits and costs across campuses.

	Students	Mean Units	Total Units	Pctgs.
Riverside	17,987	8.2	147,493	54.5%
Moreno Valley	6,503	8.6	55,926	20.7%
Norco	7,994	8.4	67,150	24.8%
	Total Units		270,569	

The table at right uses Spring 2004 enrollments and mean units to determine how total units earned in Spring 2004 across RCCD accrued within the three campuses. Based on these totals, we conclude that 54.5% of RCCD "outputs" occurred at the Riverside campus, 20.7% at the Moreno Valley campus, and 24.8% at the Norco camps. These proportions were then applied to the RCCD aggregates for 2003-04 benefits and costs to estimate pro rate benefits and cost on the three campuses, as reported on Page 1.

VI. Why We Don't Tally Job Creation Or Mutliplier Effects

As suggested earlier, our economic impact analysis of RCCD is quite different from other such studies in that we don't tally any benefits from jobs "created" by RCCD or from "multiplier effects" from downstream job servicing RCCD staff and students. Our objection to such treatments is twofold. First, the economic theory behind such notions of job creation is dubious, if not outright wrong. Second, the labor inputs used in operating RCCD (or any other institution) should more properly be considered a cost of the operation of RCCD, not a benefit of it.

Consider some analogous situations. Remember we stated in **Section II** that but for "external" items, the benefit/cost analysis for a public institution is comparable to that for a private company. The labor hired by a company and the materials it purchases are properly considered as part of its costs. Why should it be any different for a public institution?

If the institution were not in existence, the labor it employs and the facilities it utilizes would be available for use elsewhere, and in a functioning economy, those resources would indeed be utilized elsewhere. In this case, jobs are not **created** at a public institution, such as a community college, they are merely **allocated** to be used at the college. The wages paid to those workers reflect the costs to the community of so allocating resources to the institution. They are not a benefit of the institution.

Granted, a community college is a worthy enterprise, as are other public institutions. However, the worth of such institutions should be verified by a sober-minded assessment of legitimate benefits relative to legitimate costs. Confusing some costs for benefits (i.e., listing jobs "created" as a benefit rather than as a cost) cannot deliver accurate assessments.

This conclusion holds for the direct expenditures (and jobs) absorbed by a public institution. It holds doubly for the indirect spending (and jobs) supposedly "created" to service the institution. These are the expenses and labor inputs necessary to service the workers directly employed by the institution. Again, if the public institution were not in existence, the institution's workers would find employment elsewhere, and the workers and establishments servicing them would still be doing so.

P. 12, M. Bazdarich, "The Economic Impact Of Riverside Community College District," 9/2/04

Again, the studies that list job creation and multiplier effects as supposed benefits of an institution completely ignore the alternate uses of the resources utilized in those institutions. In so doing, they end up confusing benefits and costs. Our study does neither of these. *If one wants to list the manpower and procurements utilized by an institution as part its economic "impact," that is fine, so long as it is clear that the impact of these items is on the cost side.* This is how we have proceeded in the present report.

VII. Conclusions

As large as our estimates of the economic costs of RCCD's operations were found to be, we have found the benefits accruing from those operations to be greater by a factor of four. Certainly, RCCD looks to be a beneficial investment/operation for the community.

Now, in stating the costs of RCCD operations to be large, we do not mean to imply that RCCD is expensive. Nearly 60% of the economic costs of RCCD operations accrue from the value of time that RCCD students willingly spend furthering their education. Meanwhile, those time expenditures, as well as the monetary expenditures, are used to accrue an enormous volume of economic benefits.

Our point in delineating the total costs is first to verify that benefits do indeed match or exceed costs and second to point out that in order to generate substantial benefits, substantial costs must also be expended. The successful operation of RCCD requires substantial monetary expenditures by RCCD and enormous expenditures of time by RCCD students. That these expenditures reap an even greater reward is a testament to the value of a college education in modern American Society, as is the willingness of RCCD students and staff to commit their time and energy to these endeavors.

Now, inevitably, in arriving at these estimates, we have had to make a number of estimates for real-world parameters for which we do not have exact data or for which there are a range of acceptable estimates. It is reasonable to ask how sensitive our findings are to these assumptions. We will work through some of these issues here.

In estimating the present value of lifetime earnings increments provided by different levels of educational attainment, we discounted future (inflation-adjusted) earnings by a "real" interest rate of 2.36% per year, the rate currently available in financial markets on long-term, Inflation-Indexed Treasury bonds. That return corresponds to a yield of about 5% on non-inflation-indexed Treasury bonds.

As discussed at the outset, a struggling college student is typically not able to borrow at this rate. However, this is the rate relevant for society as a whole, and so it should be used in evaluating the benefits to society from education. In any case, it is a straightforward matter to determine the sensitivity of our estimates to different interest rate assumptions. Using a higher interest rate would lower the present value of earnings for all education levels, but would presumably make more of a reduction for higher earnings levels.

Thus, raising the interest rate used from 2.36% to 4% lowers the incremental value of a Bachelor's Degree from \$994,368 to \$702,373, with other increments also declining. All in all, the total educational benefits provided by RCCD decline from \$1.533 billion to \$1.146 billion when the interest rate is increased to 4%. However, these effects are not linear. That is, successive increases in the assumed interest rate have smaller net effects on total benefits. Thus, even with a real yield at 10% (equivalent to a nominal rate of 12% and thus far above current junk bond rates) total benefits of RCCD are still estimated to be about \$0.538 billion, nearly double total operating costs.

Meanwhile, we stated in [Section III](#) that the earnings by age data reported in Day-Neuberger were adjusted here for an expected 1% per increase in workers' productivity/living-standards and thus in real future earnings associated with any particular age. Removing this assumption, that is allowing for no change over

time in real earnings by age, results in a reduction of only \$264 million in the total value of educational benefits provided by RCCD. This is not a critical or consequential assumption behind our analysis.

In estimating incremental earnings power accruing from educational attainment, we augmented the expected present values of future earnings with a 25% allowance for benefits accruing to each earnings level. Removing this allowance for benefits reduces our estimate of total benefits from RCCD's education provisions by \$272 million, a significant amount, but not nearly enough to remove the estimated differential of benefits over costs.

Now, in assessing the present, accrued value of a future B.A. to a present 2003-04 RCCD graduate, we estimated that 40% of the value of a B.A. had already accrued to those graduates. Again, this is a reasonable, conservative assumption given that a transferring student's community college time has provided him with about 50% of the credits required for a B.A. Nevertheless, we can estimate the sensitivity of our results with respect to changes in this 40% assumption. Notice that different values for this assumption will change only the estimated benefits for future B.A. recipients.

Thus, a reduction in this assumption from 40% to 30% reduces total benefits from RCCD by "only" \$115 million. Meanwhile, the incremental value for an A.A. degree (again, over a H.S. diploma) is 30% of the incremental value of a B.A. (also over a H.S. diploma) for males and 35% for females, so there is no point in lowering this assumed proportion any further below this range.

Lastly, consider the effects of changes in the money cost (value) of time ascribed to students. For non-matriculating students, again, the educational benefits to them were assumed to be exactly equal to the costs of their time. Therefore, assuming a higher cost of time for such students would change benefit and time-cost estimates equally, resulting in a net change only to the extent that the time-savings (benefits) from the shorter commute afforded by RCCD become larger. In other words, for these students, assuming a higher cost of time actually results in a larger excess of benefits over costs for RCCD operations.

For matriculating students, raising their assumed cost/value of time would raise the costs of their time spent in studies, class, and commuting, with only a slight offset from greater commute-time savings. The earnings levels reported in Day-Neuberger for young adults indicate that the minimum wage is about the correct earnings assumption. Still, for the record, raising the cost of time for RCCD students from \$8.50 per hour to \$10.50 per hour raises the economic benefits of RCCD by \$34 million while raising the economic costs by \$50 million, thus lowering the net benefits of RCCD operation by only \$16 million. Clearly, it would take huge--and thus unrealistic--increases in assumed costs/values of time for matriculating RCCD students even to significantly reduce the net economic benefits we have estimated from the existence of RCCD.

In summary, we have found our results to be hardly sensitive at all to changes in the various assumptions we have made in tabulating our results. We're left with the conclusion that these findings are quite insensitive to the assumed levels of these parameters. Rather, our findings would appear to result from the values postulated and used for the incremental values of various levels of educational attainment. However, again, these results were drawn directly from federal government analyses of extensive earnings surveys conducted by the Census Department. Our results are, indeed dependent on the accuracy of these government findings, but it is only reasonable to take these government findings as accurate.

In closing, our analysis has found the educational benefits accruing from RCCD operations to be greatly in excess of the costs incurred in sustaining those operations. In fact, the excess of benefits over costs is nothing short of staggering to this analyst. Yet, as discussed just above, these findings prevail virtually unaffected across the whole reasonable range of values for relevant parameters beneath our estimates. The critical elements, again, of our calculations are the lifetime increments to earnings provided by successive levels of educational attainment, and these estimated increments were taken directly from federal

P. 14, M. Bazdarich, "The Economic Impact Of Riverside Community College District," 9/2/04 government studies (and then subject to various adjustments which reduced their value well below those reported in [1]). Meanwhile, as we noted in Section II, at virtually every step of the way, any simplifying assumptions we have made have been in the direction of understating benefits and overstating costs.

Under commonly accepted, authoritative estimates of the economic value of a college education, we find the operations of the Riverside Community College District to provide economic benefits to the Inland Empire community which sharply exceed the economic costs incurred by the community in producing those benefits. RCCD would appear to be an extremely beneficial investment for the Inland community.

At the same time, the cash expenses incurred by RCCD in providing these benefits exceed that portion of the benefits of RCCD actually captured via college revenues. In other words, to insure the continued, efficient operation of the RCCD, either contributions from the community at large, an increase in fees paid by students, or else an increase in direct aid from the state government would appear to be called for.

Our findings indicate that such increased support of RCCD would be an extremely beneficial investment. Yet, given state budget problems, increased support from Sacramento is not politically feasible. Similarly, increased fee support from the student body might not be advisable, given the sizable contribution in time that students already expend toward their education. An increase in community support would be extremely worthwhile and certainly welcome.

References

[1] Day, Jennifer Cheeseman and Neuberger, Eric C., U.S. *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-life Earnings*, Current Population Reports, Paper P23-210, Bureau of the Census, U.S. Department of Commerce, July 2002.

[2] Smith, Shirley J., *Work-life Estimates: Effects of Race and Education*, Bulletin 2254, Bureau of Labor Statistics, U.S. Department of Labor, February 1986.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT:
AN AUDIT OF ADMINISTRATION**

A Report to the Office of the President
Riverside Community College District
By Marcia McQuern
June 2004

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Introduction

I was hired by Riverside Community College District to review at a macro level the current operations, procedures, planning activities and college community opinions in light of plans for accrediting the three campuses of the district as independent colleges. I was asked to suggest changes needed not only for the new district structure, but also for better operation of the current structure in advance of the split.

There is much about which the district's leadership can be proud. I was inspired by the obvious dedication of nearly all faculty, staff and administrators that I interviewed, many of whom are, in these tight budget times, working under tremendous pressure in antiquated and/or crowded facilities without adequate staff support or equipment.

The district's strategic planning effort is well under way and is transitioning from reliance on an outside consultant to internally managed planning.

Student government is the college entity most advanced in preparing for three independent colleges, with the Academic Senate not far behind. The administrative structural changes necessary are more complicated and will, in many ways, have to be evolutionary with some changes begun immediately, others coming as the split occurs and still others as the two newest campuses approach the size of the Riverside campus.

Many in the college community have been seriously thinking for years about the transition to three accredited colleges, but there is significant disagreement about what the new structure should be.

Most in the college community think in terms of adding people and functions to the campuses rather than in terms of moving people from district offices to campus offices. In my opinion it would be far too expensive, even in the best of times, to simply add employees to the colleges without devolving from headquarters some services and the employees who provide them. Even so, as the colleges grow, new administrative employees will be needed. The top administrative ranks now are thin, especially at the newer campuses.

Most of these recommendations were presented to you orally over the last few months, as well as a few others, and you already have started acting on some.

The names in this report of proposed new groups, offices and jobs in almost all cases are descriptive, rather than prescriptive.

Since the people directly affected by the upcoming changes should have a large role in shaping the future structure as well as in developing the supporting policies and procedures, I have not attempted here to assign every necessary job to a place on the future organization chart or to write those future policies and procedures.

My recommendations are numbered to facilitate discussion of them, but they are not in precise priority order.

In respect for your time, I have tried to be very concise in this report, but I have a great deal of additional information that I can share as desired.

Methodology

I interviewed, mostly in person, 91 people – the majority of them administrators and staff, which are the groups that will be primarily affected by restructuring, but also 18 faculty members as well as a few students, leaders at other colleges, district consultants, Board of Trustees members and a few community leaders who deal with the college. I spoke to leaders of district employee unions and to a cross section of employees at the Riverside, Norco and Moreno Valley campuses as well as to people at the Ben Clark Training Center and the System offices in downtown Riverside. The interviews lasted from less than 20 minutes to more than three hours, with most in the hour-and-a-half range. I talked to several people more than once. I asked these core questions:

What needs changing when the colleges are independent?

What needs changing now?

How should the district be organized when the colleges are independent?

What functions belong at the district level and which at the individual college level?

I attended numerous campus meetings, including most Cabinet and Vice President/Provost meetings during the study period, two faculty-administration retreats, three Board of Trustees meetings, two Riverside Site Committee (now Strategic Planning Committee) meetings, one Moreno Valley Site Committee meeting, one Moreno Valley Community Partners meeting, one Budget Bunch meeting, one Student Services leadership meeting, a Chairs retreat, a Core Operations Task Force meeting, three meetings of the President's Advisory Committee on Remedial Education and several Strategic Planning Executive Committee meetings.

Also, I reviewed numerous district documents, including budgets, accreditation reports, organization charts, planning documents, policies, union contracts and various units' reorganization proposals as well as documents from other districts.

Guiding principles

1. The three colleges should be as independent as possible consistent with the benefits of one district, which are primarily fiscal efficiency and portability of credits among the colleges.
2. The top official at each college should have the authority and resources to manage his/her campus to best serve the special needs of its community.
3. The district office staff should be as lean as possible and oriented to serving, rather than directing, the individual colleges.
4. Reporting relationships should be clear with dual reporting minimal.
5. Collaboration among and within the colleges should be encouraged.
6. District functions need to be, beginning immediately, teased apart from Riverside campus functions.

Recommendations

1. Hire a president for the Riverside campus

No top executive now is focused solely on the Riverside campus and it shows on issues ranging from maintaining campus facilities to building a sense of pride in that campus. The lack of such a campus leader not only overloads the current district president and vice president for academic affairs, but it also contributes to the blurring of campus and district functions. While some administrators already within the district might be capable of filling this role, there is no one the college community believes is entitled to the job. A quality search firm should be hired to conduct a national search for the best candidates for this position, whether internal or external. The search committee should include not only a Board of Trustees member, but also at least a couple members from community institutions that partner with the college, such as the Riverside Unified School District, the University of California, Riverside, and the Greater Riverside Chambers of Commerce. The full board and the district's top executive should interview the top candidates and together select the president to be appointed by the chief executive.

2. Improve board communications

Staff reports and oral presentations to the Board of Trustees need to be reviewed for quality before they are released to trustees. A formal process needs to be developed to follow up on board requests. I suggest you appoint someone, probably your executive assistant, to be responsible for these tasks. Major policy issues also should be reviewed by your top leadership group before presentation to the board.

In addition, I recommend that more time be allowed for board committee meetings and that a consent calendar be developed to more efficiently handle routine items before the board. A review also should be undertaken of the level of detail that goes to the board.

3. Enhance district communications

Good communication intra- and inter-campus is going to be increasingly important as the district continues to grow and the three campuses become independent colleges. Change is always difficult for people and on top of the changes already brought by the district's recent growth there is going to be even

more profound change as the colleges become independent. These changes will be felt not only at the newer campuses, but also at the original Riverside campus where its faculty and staff will increasingly lose their current overwhelmingly dominant positions within the district.

An internal communications plan needs to be developed with an emphasis on regular, open communication with the faculty and staff throughout the district. The plan should include more ways to celebrate the achievements of individuals and groups within the campus communities.

Each of the three colleges will need its own marketing plan developed with significant input from the individual college Strategic Planning Committee and coordinated by the district marketing office.

The community partners groups in Moreno Valley and the Norco-Corona area have led to appreciation of the campuses by the leadership in those cities, but the RCC City Task force in Riverside is not as broadly representative, seeming to focus on downtown. And none of the existing groups is involved in the district's or the colleges' strategic planning. You need to connect your internal planning with that of the communities surrounding each college by sharing your dreams with the leadership of those communities and by publicly seeking input.

4. Rename the campuses

Each campus community should be consulted on this issue, but I'd think Riverside City College, Moreno Valley College and Corona-Norco College would be good names for the three accredited colleges.

The college most difficult to name is the one located in the City of Norco because Corona supplies by far the greater number of students and property tax revenue to the college and there is tension between the two cities. The best name would be a city-neutral one identified with the whole area, but the most obvious, Orange and Citrus, are taken. Other possibilities are Western Riverside County College (or simply Western County College) and Temescal College. I lean toward Corona-Norco College because it puts the name of the largest city in this campus's service area in the college name and places it first, paralleling the name of the local unified school district. Whatever name picked for this college will be controversial at first. You might want to put two or three name choices on the ballot in the area as the city of Temecula did when it incorporated.

Every effort should be made to avoid referring, even informally, to the Riverside campus as the "city" campus because the district serves five cities as well as unincorporated areas.

The district's name should not disappear from most signs, marketing materials, letterheads etc. for each campus, but it should be very much subordinate to the individual college names.

5. Re-title the top leaders

To signal the new structure, the current president should take the title chancellor and his key administrative lieutenants, should be vice chancellors. The leaders of the three colleges should be called presidents and their key lieutenants should be vice presidents. Since provost is not a title understood in the general community, this change would have the effect of elevating public perception of the Moreno Valley and Norco campus leaders.

Although the role of the chancellor will be essentially the same as the current president's, the role of the leaders of the Moreno Valley and Norco campuses will change dramatically as the campuses become independently accredited colleges and grow. While their community relations and program development skills were perhaps the major concern when they were hired, administrative and leadership skills will be more and more important in the future. I, therefore, suggest you open these jobs up before re-titling them. For the same reason of significantly changed job responsibilities, you also may want to do the same eventually with several other key jobs, such as the campus academic affairs and student services top jobs.

As soon as a Riverside campus president is hired, the district president's title will need to change to chancellor, but the leadership titles and positions at the other campuses don't need to change until new job responsibilities are determined.

6. Move the district offices

Separate accreditation will require that the district offices not be on any one campus, but the current president's office should be moved off the Riverside campus as soon as possible, well before the next accreditation. Not only would this signal the new structure and aid in separating the Riverside campus and the district functions, it also would have the effect of freeing up Riverside campus space needed for classrooms and faculty offices.

It will be important both in the general and college communities that these new district offices, especially initially, be perceived as modest.

7. Assure Norco-Corona and Moreno Valley Board of Trustees members

Given Riverside's major advantage in registered voters, even good candidates from other areas have little chance of gaining a seat on the board. While current trustees have been generous in their support of the new campuses, it will be increasingly difficult for citizens outside the Riverside area to believe their colleges are well served if they see no one from their communities on the board. There are several ways to accomplish representation from these areas, all involving creation of trustee districts:

- A. Create five trustee districts, making sure that one is centered on Moreno Valley and another on the Corona-Norco area. Since all five districts legally will need to be roughly equal in population, these two will necessarily have significant numbers of Riverside voters.
- B. Create seven trustee districts, again making sure one is centered on Moreno Valley and another on Norco-Corona. This would have the advantage of including fewer Riverside voters in the districts centered on the newer campuses.
- C. A variation of these two plans is to create trustee districts from each of which two candidates are nominated with the whole college district making the final selections in a second election. The biggest advantage of this system is that it encourages a trustee to both pay attention to his/her area's college as well as to the whole college district's interests and to those of all the colleges. One disadvantage of this system is that the whole district's voters, with Riverside voters predominant, might not select the candidate clearly favored by trustee district voters. Another major disadvantage is that a second election would mean extra expense.
- D. Another variation is to center a trustee district on each of the three population clusters with only trustee district voters selecting these three trustees, then to have the rest of the board made up of at-large trustees elected by voters throughout the community college district.
- E. A phased way to accomplish non-Riverside representation without adding board seats or stranding a current trustee would be to have one of the unrepresented areas pick up a trustee in 2006 and another in 2008. Lawyers would need to be consulted on the legality of this temporarily hybrid system.
- F. While you are considering trustee elections, it also would be a good idea to consider whether there should be runoffs between the top two vote getters if no candidate for a seat wins a majority. In an election with a large field of candidates, this would prevent a candidate opposed by a strong majority of voters from winning election, but it would be an added expense.

A decision on how to assure non-Riverside representation on the board should be made within the next year, well before the 2006 elections and before dissatisfaction with the current all-Riverside board surfaces to feed secession

movements and weaken community support for the college district in Moreno Valley and the Norco-Corona areas.

8. Retain only central functions at the district level

Finance, human resources, diversity, information services, police, academic and facilities planning, research and assessment, public affairs, marketing, government relations, economic development and the foundation are clearly district functions for the foreseeable future.

Some in the college community believe that library services should also be a district function, but if the separate colleges are to thrive, they must eventually have their own libraries and librarians who are integral parts of their colleges. Libraries are not a district function at many other multi-campus community colleges and should not be in the long run in the Riverside Community College District. Nevertheless, some activities, such as acquisitions, should always be coordinated among the libraries for efficiency's sake. While the current librarian is a consummate professional whose great vision created the new state-of-the-art digital library in Riverside, each college should have its own librarian who is responsible for the campus library's budget, has a role in hiring his/her own adjuncts and is a part of and responsible to his/her campus community.

Student services are delivered and academic affairs are conducted at the campuses so should be centered at the individual colleges.

9. Move responsibility to campus leaders

The campuses need to make more and more of their own decisions, including budget choices, starting with the 2004-2005 fiscal year. During that fiscal year allocation formulas should be worked out so that by the 2005-2006 fiscal year each campus manages its own budget. Each campus will need to add during the next year an administrative employee reporting to the campus leader to work with the district finance office on budget matters.

The college leaders should control all space on their campuses, including their library buildings.

The campus leaders should control maintenance priorities on their campuses.

Each college, once independent, should be able to handle its own affairs as it sees fit, unless there is a specific district policy to the contrary. District policies reflecting the new order will need to be developed with the help of both district and college leaders.

10. Create an internal audit office

The operations of the district have become so large and far-flung that a check is needed on how things are actually working on the ground. The function of an internal audit office is that of an inspector general or the state auditor general doing performance audits rather than simply financial ones. The contract compliance function would fit very well within this office.

The office would review each year several high risk core functions, such as cashiering and purchasing, as well as undertake special policy compliance and investigative audits.

The internal auditor should report to the chancellor of the district, but his/her annual work plan should be approved not only by an audit committee composed of top leaders of the district and the three colleges as well as the chancellor, but also by the Board of Trustees. The office's guiding policies should be approved by both the audit committee and the board.

Reports of compliance and operational audits should include a management response and be shared with the full audit committee and the board. Investigations need to be more confidential, but lessons learned should be shared. Anyone within the college community should be free to suggest topics for inquiry with the understanding that not all can be undertaken.

While this office could be started with one professional, it would be much better if it started with at least two, though one could be just out of school. Not all professionals in the office need be certified public accountants. Accounting student interns both from RCC and from nearby four-year and graduate schools could extend the work of the office.

11. Employ project-team problem solving

Core Operations Task Force-style, problem-solving groups involving middle management should become a way of life in the district. Each one would be created by your key executive group to suggest solutions to a specific problem described in writing with a deadline for reporting. One of your key executives would be assigned to be liaison to the team, meeting with the members at their first meeting to give the charge, then leaving the group to work by itself with a leader appointed by your full top executive group. This liaison would be available to advise the team leader as needed. The team could modify its mission if it discovers the wrong question was asked, but only with advance approval of the key executive group. On a large problem, the team might be asked to give a progress report before submitting a final report. The team would provide a written report to the top executive group in advance of an appearance before that group by at least its leader. After that appearance, the key executives would discuss

the issue in private and in a written response to the team accept the recommendations, reject them or ask for more information. If no more information is needed, that team would then be dissolved. This formal process prevents employee recommendations from dropping into a black hole.

12. Appoint a transition team

Appoint, with the help of your top leaders, a transition team of second-level administrators to methodically tackle the details of the transition according to a prioritized plan approved by you and your top executives. The team would focus on what district functions can be devolved to the individual colleges, such as matriculation, financial aid etc. The members of this team could operate like a super project team with many subgroups working on various aspects of the transition at the same time

13. Expand diversity efforts

While the district's minority, especially Hispanic, student population has burgeoned recently, the percentage of minorities on its faculty and in top administrative jobs has not. I realize that there is a shortage of minorities with the higher degrees required of these jobs, but the district needs to make more effort to look where they are by hiring for the top jobs head hunters sensitive to your need, and by making special efforts to spread the word about faculty openings among likely minority prospects. You need to look at whether the district has unnecessary minimum job requirements that are keeping minorities out of qualified candidate pools and at whether hiring committees are properly sensitized to diversity issues.

The district needs diversity-trained people on the newer campuses, especially to serve on hiring committees. While you could hire two new diversity coordinators or one whose time is split between the smaller campuses, this seems an expensive solution not justified until those campuses grow larger. A cheaper and potentially more potent solution would be to have the current district diversity coordinator train not only campus-based administrative staff on receiving complaints, but also a cadre of interested faculty as part-time diversity specialists to serve on hiring committees. This would obviate the need for the human resources director, whose responsibility does not focus on diversity issues, to serve on so many such committees and would sensitize a much greater number of people on each campus to those issues.

14. Reduce the president's direct reports

Too many people report directly to the president for him to focus on what he does best and for these people to be properly supervised. The district probably should eventually have a vice chancellor for administration who is a strong manager to oversee non-academic, non-financial functions. However, given the current budget situation, I recommend creating this new high-level district position at a later time. For now, the vice president for finance could handle facilities and the executive assistant could handle human resources.

15. Change consultative groups

I suggest that the vice presidents and provosts meeting group be turned into an executive committee that collegially works with the president on major issues. It normally would be called the president's cabinet so if this name is used, it would be necessary to change the name of the president's other advisory group. (See next paragraph.) This new cabinet should be a group in which confidentiality is assured so no substitutes should attend. Although other individuals undoubtedly would be brought into the meetings from time to time to provide information, they should leave afterward so the cabinet can privately discuss sensitive matters and come to conclusions. Operating this way, there would be no need for Budget Bunch.

I recommend that the group now called the Cabinet be expanded into a leadership council that includes representatives of all elements of the management team and involves more people than the current Cabinet does. This new group could include the academic senate chairs from each campus, plus the district-wide chair. This group's main purpose would be informational. Its advice should be solicited and it should be provided important information before general announcements. It should not need to meet bi-monthly, but perhaps only monthly or even quarterly. Beyond its regular scheduled meeting, its members could also receive special e-mail notices and be convened in special circumstances.

16. Create coordinating councils

Currently there are numerous dual reporting relationships on district organization charts to indicate necessary cooperation among administrative units. For example, the site managers on the Norco and Moreno Valley campuses report both to their campus provost and to the director of operations and maintenance of facilities on the Riverside campus, who reports to the district's director of facilities. The site managers consider the Riverside manager their boss and he says they work for him, even though they technically report to their campus provost on day-to-day matters. In addition, the deans of instruction and student

services report both to their campus provost and to the vice presidents of academic affairs and student services respectively. These dual reporting relationships generally work because of the professionalism of the people involved, but they are not good management practice.

Coordinating councils with membership from all three campuses could be created in such areas as academic affairs, facilities, student services, libraries, information services and public relations to provide the necessary collaboration without confusing the direct reporting relationship to each college's president.

17. Do not hire a president for Ben Clark Training Center

Given the center's history, it is understandable why it was pulled out as its own entity with plans for growth into its own campus. However, after considering structures for the new independent colleges and the center's current scope, non-college faculty and governance, I believe it is very premature to treat the center as a separate campus. At this time, its leader should be called a director and/or dean reporting to the nearby Moreno Valley campus leader who supervises other public service programs, such as one training emergency medical technicians who work closely with firefighters trained at the center.

18. Establish the one-college one-vote rule

Because of the Riverside campus' current large size in comparison to the newer campuses, the latter will have a hard time coming into their own if decisions are made by district-wide majority rule. Therefore, coordinating councils for student services, for example, should require at least two of the colleges to agree with any district policy decision.

19. Beware of district-wide entities

While it will take awhile to accomplish, departments should be based at individual colleges. As growth occurs and faculty can be added, faculty now in district departments such as Early Childhood Education should become part of campus ones.

Just as the Ben Clark Training Center should be part of the new Moreno Valley College, the new Alvord Education Center should be part of Riverside City College and new schools, centers and institutes should be established not as district entities, but as college ones.

20. Create more departments on the newer campuses

The Moreno Valley and Norco campuses now have only three departments, which means that each chair with the help of assistant chairs must try to coordinate very disparate disciplines. They seem overwhelmed with work without adequate staff support. Both colleges could probably justify five departments now, but you could start with adding a fourth as soon as possible. At some point in the future, the district may want to revisit the idea of having administrative deans over large subject areas such as the humanities and the sciences as a way to relieve department chairs of so many administrative responsibilities.

21. Review delivery of counseling

The ratio of counselors to students is falling, leaving counselors feeling overworked, students sometimes having difficulty getting required counseling appointments and the district paying overtime. Yet, the counselors' contract has them inappropriately working the same schedule as faculty even though they are most needed by students in advance of the academic terms. The biggest part of the solution is to seek a contract adjustment to the work schedule of counselors. Another help would be to offer orientations on the web.

Some in the college community think the solution is to move most counseling to the district's faculty, as is the practice in universities. This would require a contract adjustment for faculty and, therefore, would not save any money. While it might work in some occupational fields in which the students' college education concludes with a certificate from RCC, it would be inefficient and difficult to make sure all faculty members keep up with the nuances of the sometimes complex transfer issues RCC students face that university students don't.

Students may have other counseling issues and there may be other solutions so this is an obvious issue for a transition team subgroup.

22. Expand online offerings

Given the district's classroom shortage, more Internet courses would be a way to efficiently deliver education to more people throughout the district, and even beyond. They would be especially helpful to those with mobility problems. Once you have agreement with district faculty on how the quality of online teaching is to be evaluated, I suggest the district greatly increase the number of courses offered fully or partially via the Internet.

23. Re-examine processes for creating new programs and new buildings

Several important programs were created in recent years without the usual timely consultation with faculty and several building projects were begun without full consultation with the affected campus community or even public requests for design and construction proposals. One of the reasons for this, I suspect, is that consultative procedures have not kept pace with the changing state and federal funding processes or with the necessity for speedy action to take advantage of grant opportunities. With voter approval of Measure C and the stepped-up pace of construction that enables, it will be important to update the district's procedures. Then it will be important to make sure those procedures are followed.

24. Reduce number of interims appointed to permanent positions

When the interim holders of positions at an institution usually obtain permanent appointments after job postings, the best qualified outsiders don't bother to apply for positions at that institution that are occupied by interims. Since you, therefore, don't know what kind of quality is truly out there, over time you are likely to reduce the quality of your executive team. The district has been appointing, then promoting a lot of interims in recent years. I suggest you avoid awarding interim titles, substituting acting titles when you can. It also would help to hire search firms more often to ferret out quality applicants, making sure to look internally as well as externally for people who have not applied on their own. This is not to say that you should never promote someone who has filled a job on an interim basis. Nor should you launch expensive searches when it is highly unlikely there is anyone available better than your interim job holder.

25. Review administrative responsibilities

Some district administrators could handle more responsibility than they now have, while a few need major staff development, to be reassigned to other positions or to be terminated.

26. Re-examine the administrative pay structure and job descriptions

Once the district has made its basic structural decisions, it needs to hire a consultant to study the administrative pay scale and review job descriptions. Growth has been so rapid in recent years that pay levels seem out of whack with some making more than they should and others making less than they should, given current duties. The consultant should be told that there is not money available to solve inequities by simply raising the salaries of those who are underpaid. Overpaid people will have to have their salaries frozen for a time to

provide money to bring the underpaid up to where they should be. If you have the inclination to move to a pay-for-performance system for administrators, even those with frozen salaries could be rewarded for outstanding performance with annual bonuses.

27. Upgrade administrative performance evaluations

Some district executives do an excellent job of reviewing their subordinates, producing reports that help their employees grow professionally and that lay the groundwork for fair promotions or discipline. However, not all do such a good job. I suggest a confidential audit of performance evaluations to assure adequate evaluations are being done in a timely manner at all levels. All new administrators should receive training in the district's evaluation process, as well as current administrators who need it.

28. Reduce in-person Riverside meetings

Far too much time is spent by Moreno Valley and Norco administrators traveling to meetings in Riverside. With the increasing freeway congestion and the parking problems on the Riverside campus, frequent travel to Riverside not only wastes their time, but also increases their stress. While some meetings must be in person, many could be conducted by speaker phone or video conferencing as the Academic Senate's curriculum committee has been doing successfully.

29. Reward classified staff

While faculty members are rewarded with sabbaticals, currently there is no way to reward classified employees who go above and beyond in service of the district's mission. I suggest establishing a fund at, say, the \$10,000 level to give cash grants, perhaps on a quarterly basis, to one or more employees who do something extraordinary outside their normal job duties to help the district. Such things as major contributions of private time to help pass the bond issue, suggesting ways to save significant amounts of money and dramatically improving service to students or faculty would qualify for these rewards. Award criteria should be developed with the help of representative classified employees. Both a plaque and a check should be publicly presented to winning employees at Board of Trustees meetings.

30. Beware of inappropriate models

While state laws and regulations still treat community colleges in too many ways like the K-14 system they evolved from, in resisting this, district leaders need to

remember that RCC is not a university, but rather a bridge to four-year schools or to the workplace. Community colleges have a special relationship with their geographic communities not existing at most universities and they serve students with much more disparate educational goals. Tenure is not at all assured at four-year colleges where faculty members have strong loyalties to their national, even international, research colleagues and are very concerned about their own and their department's standing in their research fields. Whereas peer-reviewed research is the coin of the university realm, teaching, which is much harder to evaluate objectively, is the focus of community colleges. Since the district is dealing with a different kind of student body and with a different kind of faculty than universities are, organizational models and practices of four-year schools are not always appropriate for community colleges.

Conclusion

There is no one right way to organize a multi-college district, as evidenced by the various structures seeming to work at community college districts throughout the country. Structures are a reflection of district leadership personalities, strengths and preferences as well as of the available executive talent so details will naturally change from time to time. I do not recommend that you immediately throw the district into chaos by reassigning massive numbers of people to new roles. However, you should select soon a general outline of what sort of organization you want to head toward. This will let you take maximum advantage of retirements and resignations and help you hire executive talent capable of leading the colleges in the future.

Following are descriptions and organization charts outlining both the direction I suggest you consider as well as a traditional organization for a multi-college district. They are presented here to prompt discussion rather than to prescribe the precise future organization chart. Endless variations of these are possible -- such as placing workforce preparation on the same level as academic affairs to reflect the dual mission of the community college -- but I suggest you select one direction as the starting point for the transition team.

Option A

I favor this plan because it yields the leanest district staff, but it is not a traditional organization for a community college district. It has neither a district academic affairs vice chancellor, nor a district student services vice chancellor, leaving those functions at the colleges, close to the faculty and students they serve. Necessary coordination would be achieved through function-specific coordinating councils and inter-college cooperation would be fostered by spreading the headquarters for some key district-wide functions among the three colleges. For example, the leader of the district's online courses could be on the Norco campus, while the district's top facilities maintenance and grounds executive could be on the Riverside campus, each reporting through the host college's administrative structure. Similarly, the district's best expert on disability student services could be on the Moreno Valley campus, and the best expert on financial aid could be on the Riverside campus with less-trained staff providing these services on the other campuses. Those holding district-wide responsibilities should be paid more than any counterparts on the other campuses because they will be responsible for training, and will provide leadership expertise on difficult situations throughout the district. Giving each college president some district responsibilities will encourage cooperation among the presidents.

Option B

This is the traditional multi-college community college structure. It would cause the least disruption for your executive employees, but would yield a large district staff and would require adding employees at the smaller campuses. It also would require vigilance to make sure the district does not impinge on the independence of the colleges, thus endangering their accreditation.

Next steps for the president

1. This month, if possible, request the Board of Trustees to authorize hiring a national search firm to recruit a president for the Riverside campus. Ideally this person would be in place before the end of this calendar year.
2. Work with the board to formally approve names of the three colleges.
3. Determine if either the state chancellor's office or the accrediting council has real objection to you starting to use these names. It will take some time to get freeway and city street signs changed and to rebuild campus monument signs, as well as to change marketing materials, letterheads etc. The name changes are especially important to the communities surrounding the newer campuses.
4. Request board approval of the broad outlines of the future administrative structure.
5. Appoint a transition team to start fleshing out that structure and developing policies and procedures for the new organization, being open to well-thought-out variations of the initial organization plan.
6. Direct the human resources director to report to the executive assistant and the facilities director to report to the vice president for finance.
7. Create a new job description for and appoint Virginia MacDonald to be the liaison for all board communications and follow-up.
8. Request board approval to seek leased space for district offices so your office is off campus by the time the Riverside campus president arrives.
9. Direct the marketing director to develop an internal communications plan
10. Re-create consultative groups.

Summary of recommendations

1. Hire a president for the Riverside campus
2. Improve board communications
3. Enhance district communications
4. Rename the campuses
5. Re-title the top leaders
6. Move the district offices
7. Assure Corona-Norco and Moreno Valley Board of Trustees members
8. Retain only central functions at the district level
9. Move responsibility to campus leaders
10. Create an internal audit office
11. Employ project-team problem solving
12. Appoint a transition team
13. Expand diversity efforts
14. Reduce the president's direct reports
15. Change consultative groups
16. Create coordinating councils
17. Do not hire a president for Ben Clark Training Center
18. Establish the one-college, one-vote rule
19. Beware of district-wide entities

20. Create more departments on the newer campuses
21. Review delivery of counseling
22. Expand online offerings
23. Re-examine processes for creating new programs and new buildings
24. Reduce number of interims appointed to permanent positions
25. Review administrative responsibilities
26. Re-examine administrative pay structure and job descriptions
27. Upgrade administrative performance evaluations
28. Reduce in-person Riverside meetings
29. Reward classified staff
30. Beware of inappropriate models