

RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees – Special Meeting –
June 18, 2007 - 6:00 p.m. – Board Room AD 122, Riverside City College

AGENDA

ORDER OF BUSINESS

Pledge of Allegiance

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

Anyone who requires a disability-related modification or accommodation in order to participate in this meeting should contact Kristen Van Hala at (951) 222-8052 as far in advance of the meeting as possible.

- I. Institutional Self Study Reports
 - Recommend the Board of Trustees to approve the 2007 Institutional Self Study reports for the Riverside, Moreno Valley and Norco campuses.
 - Recommended Action: Request for Approval**
- II. Comments from the Public
- III. Adjournment

RIVERSIDE COMMUNITY COLLEGE DISTRICT
CHANCELLOR'S OFFICE

Report No.: I

Date: June 18, 2007

Subject: Institutional Self Study Reports

Background: Presented for the Board's review and consideration are the Institutional Self Study Reports for Riverside City College in support of reaffirmation of accreditation, and for the Moreno Valley Campus and Norco Campus in support of initial accreditation. The reports will be submitted to the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges.

Recommended Action: It is recommended that the Board of Trustees approve the 2007 Institutional Self Study reports.

Salvatore G. Rotella
Chancellor

Prepared by: Ray Maghroori
Vice Chancellor, Academic Affairs

MORENO VALLEY CAMPUS

Riverside Community College District



2007 Institutional Self-Study Report In Support of Initial Accreditation

Submitted by the Moreno Valley Campus
16130 Lasselle Street, Moreno Valley, CA 92551

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



Murals by local artist and RCC alumnus Tim Taylor

Riverside Community College District

Salvatore G. Rotella, Ph.D., Chancellor

Board of Trustees

Mary Figueroa, President

Virginia Blumenthal, Vice President

Janet Green, Secretary

Jose Medina

Mark Takano

Carlos Naranjo, Jr., Student Trustee

Moreno Valley Campus

Irving Hendrick, Ed.D., Interim President

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CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

DATE: May 15, 2007

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

FROM: Moreno Valley Campus, Riverside Community College District

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's initial accreditation.

We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.

_____	Mary Figueroa President, Board of Trustees Riverside Community College District
_____	Salvatore G. Rotella, Ph.D. Chancellor Riverside Community College District
_____	Irving Hendrick, Ed.D. Interim President Moreno Valley Campus
_____	Lisa Conyers, Ph.D. Vice President of Educational Services Co-Chair, Accreditation Steering Committee
_____	Sheila Pisa, M.S. Associate Professor, Math Co-Chair, Accreditation Steering Committee
_____	Daniel Clark, Ph.D. Associate Professor, English Editor, Self Study
_____	Doug Beckstrom Associate Professor, Dental Technology President, Academic Senate Moreno Valley Campus
_____	Gustavo Segura President, CSEA Riverside Community College District
_____	Nickolas Burciaga President, Associated Students Moreno Valley Campus

ELIGIBILITY REQUIREMENTS

MORENO VALLEY CAMPUS

The Moreno Valley Campus affirms it is in compliance with the eligibility requirements for initial accreditation and that this Self-Study Report constitutes part of the application for full college status sent to the State Chancellors' Office in May 2005.

#1 – Authority

The Moreno Valley Campus is part of the Riverside Community College District. Riverside City Campus holds the current accreditation for all district campuses and educational centers. City Campus is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

#2 – Mission

On June 20, 2006, the RCCD Board of Trustees approved the following Moreno Valley Campus mission statement:

“Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation.”

The Moreno Valley Campus mission statement appears in the RCCD Academic Master Plan/ Strategic Plan and is published in the latest edition of the District catalog.

#3 – Governing Board

The Moreno Valley Campus is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year terms, and these terms are staggered. The Board members have no employment or personal financial interest in the institution.

#4 – Chief Executive Officer

The Interim President was recommended by the District Chancellor and approved by the Board of Trustees. The President reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

#5 – Administrative Capacity

The Moreno Valley Campus has 15 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the new college's mission and purpose. In addition to the President, administrative appointments include Vice Presidents of Educational and Business Services; Deans of Instruction, Student Services, Health Sciences, and Public Safety Education and Training; an Assistant Dean of Library/Learning Resources; Directors of the Law Enforcement Training Program, Fire Technology/Fire Academy Program, and Title V, Talent Search, and the Middle College High School; a Supervisor of Student Services; a Director of Plant Operations and Maintenance; and a half-time Public Relations Officer. An organizational chart is included in this report.

#6 – Operational Status

The Moreno Valley Campus has been operational since it opened its doors in March 1991. Currently, there are over 8,500 students enrolled in classes which are held six days per week. Many are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or remediation in basic skills.

#7 – Degrees

To meet its stated mission, the Moreno Valley Campus offers the Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in health, human, and public services. The institution has over 24 degree and/or certificate programs. The requirements for these programs can be taken completely on the Moreno Valley Campus and its off-campus educational sites.

#8 – Educational Programs

The degree programs offered at the Moreno Valley Campus are congruent with its mission, based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. All course outlines of record in both degree credit and non-degree credit courses meet predetermined student learning outcomes achieved through class content, assignments, and activities; and all course outlines are subjected to periodic, rigorous program review.

#9 – Academic Credit

The Moreno Valley Campus awards academic credit based on accepted practices of California community colleges under California Code of Regulations, Title V. Detailed information about academic credit is published in the college catalog.

#10 – Student Learning and Achievement

The 2007-08 edition of the college catalog contains the board-approved comprehensive statement of General Education SLOs for students enrolled in each of the academic programs offered. Additionally, program and discipline level Student Learning Outcomes have been developed. The curriculum is district-wide, courses taught on the Moreno Valley Campus list student learning outcomes on the course outlines of record, and the SLOs are achieved and assessed by a variety of methods. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, follows the course outline of record.

#11 – General Education

All degree programs require a minimum of 18 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the campus and district Academic Senates, the Matriculation Committee, and appropriate constituencies, and the district will adhere to the newly approved requirements for math and writing effective at the state level in 2009.

#12 – Academic Freedom

The Moreno Valley Campus supports academic freedom. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Resolution, passed June 2005, endorsing the AAUP Statement on Academic Freedom. In spring 2007, the Board of Trustees approved a policy on academic freedom. The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing our commitment to intellectual freedom and independence of thought.

#13 – Faculty

The Moreno Valley Campus has 68 full-time faculty and over 300 part-time faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement and faculty handbooks (Faculty Survival Guide and Online Faculty Handbook). Faculty carry out program review, develop student learning outcomes, and assess student learning.

#14 – Student Services

The Moreno Valley Campus prides itself on strong student service programs, providing a comprehensive array of services for all its students, as well as basic skills courses for those students requiring preparation for college level work. Each department works to support the mission of the college and the academic success of our students.

#15 – Admissions

The Moreno Valley Campus has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Student admission policies support the Moreno Valley Campus mission statement and ensure that all students are appropriately qualified for our program and course offerings. Information about admissions requirements is available in the catalog, the schedule of classes, and on the district web page. Students are encouraged to apply online although paper applications are also accepted.

#16 – Information and Learning Resources

The Moreno Valley Campus provides long-term and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of campus resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and in computer labs. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

#17 – Financial Resources

The Moreno Valley Campus, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Moreno Valley Campus Strategic Planning Council includes a Financial Resources Subcommittee which ensures the campus has the financial resources and plans for financial development adequate to support our mission and educational programs and services, to improve institutional effectiveness, and to assure financial stability.

#18 – Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Moreno Valley Campus budget, a Vice President of Business Services was hired in summer 2006.

#19– Institutional Planning and Evaluation

The Moreno Valley Campus has an established institutional planning process and works with the Riverside Community College District to provide planning for the development of the campus, including integrating plans for

academic personnel, learning resources, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Moreno Valley Campus Academic Planning Council, the Strategic Planning Committee and its nine subcommittees, and the Moreno Valley Campus Academic Master Plan, the campus is in a constant state of review and improvement. The campus and district systematically evaluate how well and in what ways the campus is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

#20 – Public Information

The Riverside Community College District currently publishes a single catalog for all three campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents, along with the district website and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs and courses; degrees offered and degree and graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators, names of Board of Trustees members; and all other items relative to attending the institution.

#21 – Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that the Moreno Valley Campus adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the campus in identical terms to all its accrediting agencies (including the Accreditation Review Committee on Physician Assistant Education, the Commission on Accreditation of Allied Health Education, and the American Dental Association's Committee on Dental Accreditation), communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution are complete, accurate, and honest.

INTRODUCTION

SELF-STUDY PARTICIPANT LISTS

Accreditation Steering Committee

Sheila Pisa, Faculty Co-Chair, Associate Professor, Math
Lisa Conyers, Administrative Co-Chair, Vice President of Educational Services
Dan Clark, Self-Study Editor, Associate Professor, English

Patricia Bufalino, Interim Dean of Instruction (formerly, Associate Professor of Nursing)
Daria Burnett, Dean of Student Services
Angie Arballo, Administrative Assistant to the President
Jonell Guzman, Secretary IV, Student Services
Gail Byrne, Student Services Specialist
Pearl Alonzo, Student
Nickolas Burciaga, Student

Standard I.

James Namekata, Chair, Associate Professor Mathematics

Standard II.

Patricia Bufalino, Chair, Interim Dean of Instruction

Standard III.

Donna Lesser, Chair, Assistant Professor Dental Hygiene

Standard IV.

Cordell Briggs, Chair, Associate Professor English

Standard Committees

Standard I

Coordinating Chair: **James Namekata**, Associate Professor

I. Institutional Mission and Effectiveness

James Namekata, Chair, Associate Professor, Mathematics
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Patricia Bufalino, Interim Dean of Instruction
Maureen Chavez, Director, Title V
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Irving Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Tracy Jalensky, Student Financial Services Support Specialist
Fen Johnson, Assistant Professor, Mathematics
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Diane Marsh, Associate Professor, Chemistry
Shawanna McLaughlin, Student
Delores Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
Peggie Negrete, Instructional Department Specialist
Mark Palencia, Custodian
Carmen Payne, Secretary IV, Health Sciences
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jessica Rivera, Student
Clint Sandusky, Senior Officer, College Safety and Police
Richard Tworek, President Emeritus
Adviye Tolunay, Instructor, Psychology
Kellie Wells, Clerk Typist, Emergency Medical Services Program
Edd Williams, Associate Professor, English

Standard II.

Coordinating Chair: **Patricia Bufalino**, Interim Dean of Instruction, formerly Associate Professor and President of the Moreno Valley Campus Academic Senate
(with special support for II.B. from **Joe Reynolds**, Associate Professor, and **Daria Burnett**, Dean of Student Services; and for II.C. from **Cid Tenpas**, Assistant Dean, Library/Learning Resources)

II.A. Instructional Programs

Patricia Bufalino, Chair, Interim Dean of Instruction
Pilar Alvizo, Secretary II, Dental Hygiene and Assisting Programs
James Banks, Assistant Professor, Human Services

Matthew Barboza, Assistant Professor, CIS
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Fabian Biancardi, Assistant Professor, Political Science, and CTA Representative
Cordell Briggs, Associate Professor, English
Dee Chapman, Workforce Preparation Counselor/Case Manager
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Teri Currie, Instructional Department Specialist
Sean Drake, Associate Professor, Mathematics
Jose Duran, Associate Professor, Business Administration
Gregory Elder, Associate Professor, History
Sabina Fernandez, Instructional Department Specialist
Vivian Gonzales, Instructional Department Specialist
Irving Hendrick, Interim President
Wolde-Ab Isaac, Dean of Health Sciences
Susan Lauda, Administrative Assistant, Educational Services
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Rebecca Loomis, Associate Professor, Anatomy/Physiology
Diane Marsh, Associate Professor, Chemistry
Rosario Mercado, Associate Professor, Spanish
Delores Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
James Namekata, Associate Professor, Mathematics
Peggie Negrete, Instructional Department Specialist
Chris Nollette, Assistant and Director of the Emergency Medical Services Program
Donna Plunk, Tutorial Services Clerk
Bonavita Quinto, Instructor, Spanish
Liz Romero, Secretary IV, Office of Instruction
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Lynne Soules, Clerk Typist, Workforce Preparation
Richard Tworek, President Emeritus
Carlos Tovaes, Instructor, Geography
Bill Vincent, Dean of Public Service Education and Training
Edd Williams, Associate Professor, English

II.B. Student Support Services

Joe Reynolds, Co-Chair, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Daria Burnett, Co-Chair, Dean of Student Services
Lori Alford, Secretary, Middle College High School
Pearl Alonzo, Student
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Madelaine Dibler, Academic Evaluations Specialist
Debbie Endeman, Library Technical Assistant I
Deborah Engel, Student Financial Services Support Specialist
Lisa Frantz, Academic Evaluations Specialist
Jonell Guzman, Secretary IV, Student Services
Maria Hansen, Student
Irving Hendrick, Interim President

Elizabeth Hilton, Student Financial Services Analyst
Lidia Hulshof, Instructor, Dental Assisting
Akia Marshall, Student Services Technician
Kim Metcalfe, Assistant Professor, Early Childhood Studies
Frankie Moore, Instructor, Student Activities
Chris Nollette, Assistant Professor and Director of the Emergency Medical Services Program
Sonya Nyrop, Instructor, Reading
Maria Pacheco, Associate Professor, Counseling
Susana Perez, Student
Sheila Pisa, Associate Professor, Mathematics
Margarita Romero, Student
Johnny Rubalcaba, Senior Groundsperson
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology
John Thrower, Student Services Supervisor
Carmen Valencia, Matriculation Specialist
Diana Webster, Associate Professor, Business Management

II.C. Library and Learning Support

Cid Tenpas, Chair, Assistant Dean of Library/Learning Resources
Anna Marie Amezcuita, Associate Professor, English
James Banks, Assistant Professor, Human Services
Fred Brose, Associate Professor, Library Services
Larisa Broyles, Instructor, Anthropology
Dan Clark, Associate Professor, English
Gilbert Deleon, Evening/Weekend Receptionist
Sean Drake, Associate Professor, Mathematics
Gregory Elder, Associate Professor, History
Michael Fiedler, Student Services Technician
Yxstian Gutierrez, Secretary II, Title V Grant
Shufen Huang, Assistant Professor, Mathematics
Susan Ingham, Associate Professor, English
Judith James, Counseling Clark II
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Abel Sanchez, Laboratory Technician
Kathy Saxon, Associate Professor, Mathematics
Angela Thomas, Instructional Media Broadcast Technician
Joanna Werner-Fraczek, Instructor, Biology

Standard III.

Coordinating Chair: **Donna Lesser**, Associate Professor
(with special support for III.A. from **Lori Fiedler**, Educational Advisor)

III.A. Human Resources

Lori Fiedler, Chair, Educational Advisor
Edward Alvarez, Student Services Specialist

Steve Brcaak, Groundsperson
Trinette Briggs, Talent Search Director
Fred Brose, Associate Professor, Library Services
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Mershawnt Collins, Student Services Specialist
Diane Conrad, Associate Professor, Speech Communications
George Gage, Associate Professor, Community Interpretation in Spanish
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Susan Lauda, Administrative Assistant, Educational Services
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Larry Pena, Associate Professor, Counseling
Sharisse Smith, Educational Advisor (Talent Search)
Paula Stafford, Instructor, Physician Assistant Program
Teresa Thetford, Assistant Professor, Physician Assistant Program
Diana Webster, Associate Professor, Business Management

III.B. Physical Resources

Donna Lesser, Chair, Associate Professor and Director of the Dental Hygiene Program
Ignacio Alvarez, Educational Advisor, Assessment Center
Angie Arballo, Administrative Assistant, Office of the President
Dale Barajas, Director, Plant/Operations and Maintenance
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Tonette Brown, Library Clerk II
Nickolas Burciaga, Student
Lisa Conyers, Vice President of Educational Services
Dan Clark, Associate Professor, English
Verna Dean, Food Service Worker I
Olga Dumer, Associate Professor, English as a Second Language
Don Foster, Instructor, Music
Judi Grimes, CDC Site Supervisor
Marie Hansen, Student
Irving Hendrick, Interim President
Abigail Hermosillo, Food Service Worker I
Terry Janecek, Custodian
Christina Leon, Support Center Technician
Gary Morris, Maintenance Mechanic
Bill Orr, Vice President of Business Services
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jeff Rhyne, Instructor, English
Johnny Rubalcaba, Senior Groundsperson
Lizette Tenorio, Student Services Technician
Teresa Thetford, Assistant Professor, Associate Professor, Physician Assistant
Ingrid Wicken, Associate Professor, Physical Education

III.C. Technology Resources

Donna Lesser, Chair, Assistant Professor and Director of the Dental Hygiene Program
Matthew Barboza, Assistant Professor, CIS
Dipen Bhattacharya, Assistant Professor, Physics
Dan Clark, Associate Professor, English
Robert Clinton, Instructional Support Specialist
Julio Cuz, Microcomputer Support Specialist
Jose Duran, Associate Professor, Business Administration
Matthew Fast, Instructor, CIS
Bob Fontaine, Instructor, Emergency Medical Services
Felipe Galicia, Instructor, Biology, and Faculty Co-Chair of the Strategic Planning Committee
Renee Lindsay, Secretary II, Physician Assistant Program
Rosario Mercado, Associate Professor, Spanish
Lori Ogata-Keeler, Associate Professor, Reading
Sheila Pisa, Associate Professor, Mathematics
Terry Redfern, Instructor, Mathematics
Rolando Regino, Part-time Instructor, English
Joe Reynolds, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Ron Ricard, Microcomputer Support Specialist
Chris Rocco, Assistant Professor, Humanities
Jose Rodriguez, Custodian
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President

III.D. Financial Resources

Donna Lesser, Chair, Assistant Professor and Director of the Dental Hygiene Program
Howaida Al-Ali, Laboratory Technician
Angie Arballo, Administrative Assistant, Office of the President
Amy Balent, Assistant Professor, Art
Rodney Black, Custodian
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Efren Cornejo, Groundsperson
Shaun Frantz, Senior Officer
Lisa Hausladen, Instructor, Medical Assisting
Irving Hendrick, Interim President
Cheryl Honore, Associate Professor, Accounting
Rebecca Loomis, Associate Professor, Anatomy/Physiology
Michael McQuead, Associate Professor, CIS
Carmen Medina, Laboratory Technician
Bill Orr, Vice President, Business Services
Sheila Pisa, Associate Professor, Mathematics
Ron Ricard, Microcomputer Support Specialist
Gustavo Segura, Instructional Media/Broadcast Coordinator
Jason Siegel, Director, Middle College High School
Carmen Valencia, Matriculation Specialist
Steve Wagner, Instructor, Anatomy/Physiology

Standard IV.

Coordinating Chair: **Cordell Briggs**, Associate Professor, English

IV. Leadership and Governance

Cordell Briggs, Chair, Associate Professor, English
Ignacio Alvarez, Educational Advisor, Assessment Center
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Catherine Blair, Student
Nickolas Burciaga, Student
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Lisa Hausladen, Instructor, Medical Assisting
Irving Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Cheryl Honore, Associate Professor, Accounting
Shufen Huang, Assistant Professor, Mathematics
Tremann Humphrey, Student
Susan Ingham, Associate Professor, English
Ellen Lipkin, Associate Professor, Microbiology
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology

**The Steering Committee acknowledges with gratitude
the following district personnel for their essential input:**

Salvatore G. Rotella, Chancellor
Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness;
Sylvia Thomas, Associate Vice Chancellor, Instruction;
David Torres, District Dean, Institutional Research;
Raj Bajaj, District Dean/Director, Institutional Reporting and Academic Services;
Steve Gilson, Associate Vice Chancellor, Information Services;
Aaron Brown, Associate Vice Chancellor, Finance;
Debbie DiThomas, Interim Vice Chancellor, Student Services and Operations;
Melissa Kane, Vice Chancellor, Diversity and Human Resources;
Jim Buysse, Vice Chancellor, Administration and Finance;
Ray Maghroori, Vice Chancellor, Academic Affairs;
Lorraine Anderson, District Dean, Admissions and Records;
Ruth Adams, Director, Contracts, Compliance and Legal Services;
Lyn Greene, Associate Dean, Government Relations, Grants and Contracts;
Ron Vito, Associate Vice Chancellor of Occupational Education;
Mark Knight, Information Architect, Institutional Effectiveness;
from the Norco Campus, Arend Flick, Associate Professor;
and Bonnie Pavlis, Associate Professor;
and, from Riverside City College, Susan Mills, Associate Professor.

Dan Clark, Associate Professor and Self-Study Editor, received editing support from Jeff Rhyne, Instructor.

The artwork was coordinated by Gustavo Segura, Instructional Media/Broadcast Coordinator; Mark Knight, Information Architect; Heidi Velarde and Jerry Sepulveda, Instructional Media Center part-time employees; and Lisa Conyers, Vice President of Educational Services. The murals, completed in 1995 and located at the entrance of the campus, are the work of local artist and RCC alumnus Tim Taylor.

RESPONSE TO 2001 SITE VISIT RECOMMENDATIONS

In the spring of 2004, Riverside Community College District (RCCD) prepared an extensive Midterm Report addressing the five recommendations made by the visiting Accreditation Team in 2001. At the midterm visit, no further recommendations were made. It should be noted that the 2001 accreditation recommendations, as well as subsequent responses and actions, focused on the district, not on specific campus operations. In May 2004, the Moreno Valley Campus applied for and received eligibility to be accredited as an independent college. This report reflects the replies to the 2001 recommendations included in the district's Midterm Report and considers the ongoing changes and responses at both district and campus levels.

Recommendation 1: The team recommends that Riverside Community College proceed with its plan to “establish a process for regular review and [. . .] revision of the mission statement” to better guide planning and to recognize the unique aspects of the District’s emerging three-college status (1.3, 1.4).

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, as a response to this recommendation, the Moreno Valley Campus developed its first mission statement. The institution engaged in ongoing dialogue during spring 2006 to ensure that the new mission statement represents our goals and those of our students and communities. On June 20, 2006, the Board of Trustees approved a revised mission statement, as follows:

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation.

Further discussion of the Mission Statement and how it is used to guide the development of programs and services for students at the Moreno Valley Campus is found in Standard I of this self-study.

The Moreno Valley Campus has also established a cyclical process for revising and refining the mission statement through regular review by the Moreno Valley Campus Strategic Planning Committee, the Academic Senate, and the Moreno Valley Campus Academic Planning Council, thus ensuring the continued integrity of the Moreno Valley Campus mission statement and its explicit role in guiding planning procedures.

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

Prior to the 2001 self study process, the district had planning and program review processes in place, but they were not fully integrated across all planning entities. As the midterm report reflects, the Board of Trustees adopted the Curriculum-Centered Strategic Planning Model and the Learner-Centered Curriculum Model (District Strategic Plan) in March 2002. Using the Commission's recommendations as a starting point, the district initiated a comprehensive approach to planning.

Starting in 2001, multiple retreats were held to ensure opportunities for reflection, questions, and dialogue regarding the change in focus. Several significant improvements have resulted, including the evolution of a three-college district

model, the development of a District Academic Master Plan, and the establishment of 11 District planning initiatives ("Strategic Initiatives 2005-2010"). To ensure that the three colleges provide opportunities for integrated planning and focus at the campus level, the district established a Strategic Planning Committee with subcommittees designed to reflect the former 10 accreditation standards. The SPC's membership consists of administrators and faculty leaders from the district and campuses. As mentioned in the Midterm Report, the SPC has met regularly since its inception and is now referred to as the District Strategic Planning Committee.

In response to the Commission's recommendation to make the strategic planning process widely known, strategic planning documents are available on a website which is easily accessed by anyone in the RCCD community. Documents may also be downloaded for further review. Please refer to <http://www.rcc.edu/administration/academicAffairs/>

In its report of August 2006, RCCD discussed the planning process it had undertaken to ensure an integrated strategic planning process to meet the needs and demands of a 21st-century educational environment and student population. The creation of this process involved three phases: (1) the development of planning principles and the evolution of a planning *culture* (2001-04); (2) the development of a strategic planning *process* (2004-05); and (3) The *implementation* of that planning process to guide decisions about the future of the campuses and their progress toward becoming independently accredited colleges (2005-present).

The first phase used five interlocking planning activities—identifying and defining key performance indicators, detailing a learner-centered curriculum architecture, conducting an external environmental scan, conducting an internal environmental scan, and creating an action planning process. From these activities, the Learner Centered Curriculum Framework emerged and led to two guiding principles:

- a firm commitment to a learner-centered approach based on the principles of a common core curriculum that enables students to move seamlessly among the three colleges
- a desire to utilize the service advantages of a single district while allowing the independently accredited colleges to serve their local communities.

The second phase, in a process of self-reflection and evaluation, built on the strategic planning culture evolved from phase one to develop a structure that would support and institutionalize the values established in the first phase. The second phase included a review of curriculum, staffing, resource needs, and changes impacting units. Ongoing dialogue yielded important initiatives to strengthen the infrastructure of the district and the local campuses:

1. delineation of the strategic planning process
2. development of a District Academic Master Plan
3. major revision of the district's Program Development Process for occupational programs
4. revision of the faculty hiring process
5. formation of a faculty and administrative committee to investigate and make recommendations on a new program review process.

Since 2000, when the Program Review Committee was first formed, the process has undergone many revisions, though the philosophy behind it has remained constant. The committee determined that program review needed to be regular and ongoing as well as serve as the foundation for strategic planning throughout the district. During program review, units examine how their programs align with the campus and district missions, review their history and curriculum, determine future plans and needs, and develop a student learning outcomes assessment plan. As disciplines, programs, and student services units have undergone this self study, the cumulative result has been a more complete and comprehensive assessment of institutional effectiveness.

In 2006, the program review process was modified to improve its efficacy and provide a firmer foundation for the planning process. The District Strategic Planning Process Structure (displayed in Standard I) summarizes the basic

structure of this process. Currently, the planning process begins with a comprehensive program review undertaken every four years and includes a campus-based annual component that links resources needs to campus structures through three committees:

1. The Moreno Valley Campus Academic Planning Council (APC)
2. The Moreno Valley Campus Strategic Planning Committee (MVSPC)
3. The nine Moreno Valley Campus Strategic Planning Subcommittees

At the Moreno Valley Campus, a Site Committee, comprised of administrators and faculty members and established in the mid-1990s, had been the original campus body responsible for local facilities and financial resources planning. This Site Committee served as the liaison between the campus and the district planning units. Upon implementation of Phase III of the new RCCD planning process, the Site Committee was superseded by the new campus-wide Moreno Valley Campus Strategic Planning Committee, which was launched in fall 2005 along with nine subcommittees – each co-chaired by a faculty member and a classified employee.

In addition, a department chair council (called the Academic Planning Council) was formed as the gateway to the larger organization; this council is facilitated by the dean of Instruction. The various strategic planning process meetings are open to all campus constituencies and provide the means for ongoing dialogue.

The Moreno Valley Strategic Planning Committee is made up of the following nine subcommittees, each of which has the specific responsibility of ensuring dialogue and informed decision-making related to the enhancement of student learning and improved institutional effectiveness at the Moreno Valley Campus:

- Financial Resources
- Human Resources
- Instructional Programs
- Institutional Mission and Effectiveness
- Library and Learning Support Services
- Physical Resources
- Student Support Services
- Technology Resources
- Leadership and Governance

These subcommittees have begun working collaboratively to effect changes in budgetary decision-making processes and in the distribution of financial resources, and to ensure faculty and student input into capital expenditures. Working alongside the Academic Planning Council, these subcommittees will revise the Moreno Valley Campus Academic Master Plan on an annual basis to ensure learner-centered curriculum is enhanced and supported throughout the campus's facilities, programs, and processes.

In addition, the District Program Review Committee has established an annual Program Review Update process, through which instructional disciplines, student services and administrative units present their needs for staffing, facilities, and equipment. These updates facilitate the writing of departmental master plans, which are in turn an integral part of the Moreno Valley Campus Academic Master Plan.

Recommendations from the Moreno Valley Campus Strategic Planning Committee and Sub-Committees and the Academic Planning Council are submitted to district-level planning groups (District Academic Planning Council, District Strategic Planning Committee, Executive Cabinet); final decisions and recommendations from these district planning groups are then brought to the Board of Trustees.

The development of a District Academic Master Plan has provided a summary of the characteristics, objectives, short-term and long-term goals, and resource needs of the academic departments across the district. Each campus

contributes to the development and revision of this document at regular intervals. At the Moreno Valley Campus, the District AMP is one of several sources of information used in the planning process, along with recommendations from disciplinary and student services program reviews, as well as supplementary reports and surveys supplied by the District Office of Institutional Research.

In response to the 2001 recommendations, the district announced a five-year plan—"Riverside Community College District Strategic Initiatives: 2005 – 2010." Eight initiatives were determined by administration to facilitate RCCD's effort to focus on effective approaches to its Learner-Centered Curriculum Framework:

- ✓ Increase Student Access
- ✓ Increase Course Retention
- ✓ Increase Successful Course Completion
- ✓ Student Persistence
- ✓ Improve Student Learning Outcomes
- ✓ Increase the Number of Awards, Certificates and Transfers
- ✓ Improve the Quality of the Student Experience
- ✓ Develop a Comprehensive Enrollment Management Program

The campus prepared a "Moreno Valley Campus Response to Strategic Initiatives" (see RCCD Fact Book). This response represents a campus-wide discussion by faculty and administration of the implications of the District Strategic Initiatives for the Moreno Valley Campus in particular. The campus has prepared clearly delineated action plans to respond to these district-wide goals.

Through participation in program review with the assistance of the District Assessment Committee (DAC), faculty have developed general education student learning outcomes (gen ed SLOs) at the district level and have written integrated SLOs for nearly all course outlines of record. Some disciplines and programs have already developed student learning outcomes at the program level as well. Regular assessment of the effectiveness of course- and program-based SLOs has been integrated into all district and campus decisions through the adoption of a new template for integrated course outlines of record (CORs) and the incorporation of assessment into program review.

The general education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006. In addition, the DAC has proposed a pilot project for assessment of the district's general education SLOs.

Responding to the institutional shift towards consistent and meaningful assessment of student learning, disciplines have begun to make improvements in their teaching strategies and modifications to their SLOs based on ongoing assessment activities. To date, 25 disciplines have completed some portion of the assessment project that they proposed in their Program Review Self-Studies, still more are in progress, and several course-based assessment projects have been initiated. Eleven disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment. (See "Outcomes Assessment and Student Learning Outcomes" report on page 9 of this self-study.)

The most recent revisions to the program review process have created a discipline-based, cross-district review process on a four-year cycle. This comprehensive review process is supplemented by an annual campus-based update, through which disciplines and instructional units that have completed the four-year process can communicate to the departments and planning committees at each of the campuses regarding current facilities, staffing, and resource needs. The Program Review Committee (PRC), with input from the District Assessment Committee (DAC), expects to facilitate the completion of the first round of full program reviews for *all* instructional units by spring 2007. In addition, those disciplines that completed the first full program review in 2001-2002 will have begun the second round of the four-year cycle. Student Services also completes a comprehensive review annually.

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 (4.B.2, 4.B.3, 4.D.5, 4.D.6).

As explained above, as part of the regular four-year cycle of program review for all instructional units, and to ensure development of SLOs at the course level, the Program Review Committee has required the updating and review of all course outlines of record, including examination of distance education modalities and course prerequisites. No later than spring 2007 (coinciding with the completion of the first cycle of program review for all disciplines and for the major student services units) the majority of district course outlines will have been brought up to date. The Curriculum Committee has also written and distributed district-wide the document "Writing a Course Outline: A Step-by-Step Guide," which includes detailed instructions for preparing integrated course outlines of record, the writing of appropriate SLOs, and other information about prerequisites and the curriculum approval process. Workshops have been conducted on a regular basis since 2004 to train faculty and administrators on developing appropriate SLOs and writing integrated course outlines, and on the proper procedures for obtaining prerequisite and/or distance education approval.

As a result of recommendations from the last accreditation visit, the District Academic Senate established a Subcommittee on Prerequisites, Co-requisites, Advisories and Limitations on Enrollment (PCAL). Any new or revised course outline passing through the Curriculum Committee containing prerequisite/advisory elements must obtain prior approval from this subcommittee before the course outline is placed on the Curriculum Committee agenda for discussion. The district Curriculum Committee also developed and implemented a Distance Education Approval Form whose requirements must be completed to the committee's satisfaction before an established or new course is offered in a distance education mode (online, hybrid, teleweb, or web-enhanced).

Anticipating the district's move to three colleges, the District Academic Senate has recommended the formation of campus-based curriculum committees, which will be responsible in the future for course approval at the local level. Any differences of opinion or questions needing resolution will be referred to a newly redefined District Curriculum Committee, whose major function will be to advise and make recommendations on curricular issues and to ensure that all curriculum is the same across the district. The district has resolved to have "one curriculum" and "one student contract" district-wide. This intent is contained in the adoption of the Learner-Centered Curriculum Model, LCCM (Board Resolution 25-02/03, December 2002).

Curriculum leaders have been identified at the Moreno Valley Campus to lead the campus through transition to full autonomy in reviewing and approving course outlines generated by Moreno Valley Campus faculty. Existing practice has been for each campus department to provide one representative for the district Curriculum committee, and these representatives have typically been responsible for reviewing curriculum proposals generated by their departments. So the framework for a campus curriculum committee is already in place. Further, as part of the planning process, each department nominated at least one faculty member to attend the Statewide Academic Senate Curriculum Institute in July 2007, and members of the existing curriculum committee encourage newer faculty members to attend the curriculum meetings as a department "shadow." The intention of these mentoring mechanisms is to provide the campus with an informed and confident committee.

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

The District Strategic Planning Council, in collaboration with the District Academic Senate, developed a document delineating the hiring process for new full-time faculty. In 2001, a task force was formed to review the faculty hiring

process. The task force, initially chaired by the associate vice president of Human Resources, and later facilitated by the dean of faculty, included broad participation of faculty and administrators.

A draft Plan for Tenure Track Faculty Hiring was completed on October 16, 2003. The 2003 draft has undergone additional revisions to reflect current organizational structure and was approved by both the District Academic Senate and the District Strategic Planning Committee. Subsequently, the Hiring Plan for Full Time Faculty was presented to the Board of Trustees on June 20, 2006. This document was revised in spring 2006 to reflect organizational changes and was presented as an information item to the board in June 2006.

Policies for fairness in hiring have been adopted for all categories of employees and are reflected in the wording of job announcements. All written hiring and evaluation procedures for faculty are followed consistently.

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

Following discussion throughout the spring of 2002, the Board of Trustees approved Board Policy 1044—Board of Trustees Self-Assessment Process—on October 15, 2002. This process established a continuous, quarterly self-assessment process to both consider its effectiveness and demonstrate its commitment to continuous improvement. Dialogue is structured around seven dimensions of board effectiveness:

- A. Commitment to Learners
- B. Constituency Interface
- C. Community College System Interface
- D. Economic/Political System Interface
- E. District Policy Leadership
- F. Management Oversight
- G. Process Guardianship.

HISTORY OF THE MORENO VALLEY CAMPUS

The planning for a **Moreno Valley College** began 20 years ago. On March 16, 1987, 112 acres of privately owned land in Moreno Valley were donated to the college by the Robert P. Warmington Company; in 1989, 20 more acres were added to the site. The initial construction phase (Phase I), provided the buildings which marked the opening of the Campus in 1991: the Library, Student Services Building, Science and Technology Building, and the Tiger's Den. The Humanities Building (Phase II) opened in 1996. Construction is expected to begin this year for a multi-use Student Academic Services Building (Phase III) and a Network Operations Center.

During the 16 years it has offered classes, the Moreno Valley Campus has come to be a campus of approximately 8,500 students (fall 2006 headcount) and to be described in terms of its distinct occupational programmatic emphases—health and public services. In accordance with the Riverside Community College District mission and master plan the Moreno Valley Campus has developed many site and curricular partnerships with the greater Moreno Valley community. Representative of our efforts are agreements with the Riverside County Regional Medical Center, the March Joint Powers Authority, the Ben Clark Public Safety Training Center partners, and other educational and professional-training entities. Exemplary are our nationally accredited programs: Physician Assistant, Dental Hygiene, and Paramedic.

The curricular innovations developed by the Moreno Valley Campus have been integrated into a single, district-wide body of curriculum. We take pride, not only in our professional and pre-professional programmatic offerings, but also in our full array of liberal arts and sciences offerings. Adhering to the value of “local responsiveness,” we will build on our university-equivalent transfer base with new courses and programs that address the needs and learning objectives of our diverse student community. Our Honors Program, for example, provides an enhanced learning experience for those qualified students who seek additional intellectual challenges, and it encourages instructional innovations that resonate across the curriculum.

Our curricular outreach extends into our feeder school districts by means of three middle/early college high schools—each providing two-plus-two enrollment initiatives and career pathway opportunities in health sciences and other fields. We also offer a range of basic skills and English as a second language courses appropriate to our service area, and we are developing plans for an ESL enrollment alliance with K-12 and adult education programs. Student services support, meanwhile, has grown to include matriculation, assessment, counseling, admissions and records, a bookstore, college safety and police, a career and transfer center, disabled student programs and services, equal opportunity programs and services, food services, job placement, outreach, student financial services, health services, student activities, and tutorial services.

The racial-ethnic composition of the student body mirrors the evolving diversity of our service area: 38 percent Hispanic, 28 percent white, 18 percent African American, 10 percent Asian, and 6 percent other. Our students are taught by 68 full-time and over 300 part-time instructors from five academic departments. The Campus continues to make progress in ensuring that student learning is supported and assessed, and, to that end, student learning outcomes are now imbedded in goals and objectives at every level: course, program, student support, and institutional. A curriculum-centered strategic planning process and a campus-based shared governance structure guide the work of the faculty. Our faculty and staff, our very supportive community, and our students themselves have participated resourcefully and resolutely in making our institution what it is today: a campus which has matured sufficiently to now seek status as an accredited college.

STUDENT LEARNING OUTCOMES AND OUTCOMES ASSESSMENT RIVERSIDE COMMUNITY COLLEGE DISTRICT

History and First Steps

In fall 2000 a new effort to assess student learning began with the formation of the District Assessment Committee (DAC), which was tasked with developing and implementing a comprehensive assessment plan for all campuses in the Riverside Community College District. At the same time, a Program Review Committee was formed to develop a new process for review of instructional programs (both academic and occupational) and student support programs. Also, in fall 2000 the District Curriculum Committee completed a revision of its Curriculum Handbook which discussed the importance of including clearly written student learning outcomes in each course outline and writing SLOs for higher education courses which included critical thinking skills and measurable outcomes wherever possible. After several revisions and continuing dialogue, in May 2005 the Curriculum Committee approved a new template (COR Guide) for an integrated course outline of record, placing central emphasis on the incorporation of appropriate SLOs into each course outline.

Although outcomes assessment and development of formalized SLOs at Riverside Community College District began as a response to extrinsic pressures, faculty and administration came to understand the intrinsic purpose of developing appropriate SLOs and conducting outcomes assessment. A series of institutional actions has promoted the embrace of student learning outcomes as a practical tool for improving programs, curriculum, teaching, and learning:

- the district's shift to a Learner-Centered Curriculum Framework, developed in 2000-2002 and approved by the Board of Trustees in 2002
- the formation of a District Assessment Committee (DAC), comprised of a group of dedicated instructors, administrators, support staff, and occasional student members
- the formation of a Program Review Committee (linked with DAC) to review instructional and student services programs on a regular basis as a means of
 - (a) providing increased communication between disciplines and strategic planning groups as they make recommendations about future facilities, staffing, and equipment;
 - (b) encouraging disciplines and programs to develop and then assess student learning outcomes at the program, discipline, and course levels.
- the gradual revision of every course outline of record in the district to include SLOs that incorporate critical thinking skills and, wherever possible, measurable outcomes.

The **District Assessment Committee (DAC)** was originally established as a kind of informal sub-committee of the District Academic Senate in Fall 2000 with a core group of about 10-15 faculty members, drawn from a wide variety of disciplines. Today, it is a formal committee co-chaired by a faculty member and the Associate Vice Chancellor for Institutional Effectiveness. Two elected faculty members from each campus act as the voting body on the committee, but all faculty and staff with an interest in outcomes assessment have been welcome to join. DAC typically meets once a month during the academic year, and coordinates its activities with the Program Review Committee, closely integrating the outcomes assessment process with the program review process for all disciplines and non-instructional units. Lately, the faculty co-chair has become very active in advocacy for assessment issues at the state and national levels.

The **District Program Review Committee (PRC)**, established in Fall 2000, underwent many changes as the committee was re-defined through its interactions with the DAC, the Curriculum Committee, and the District Academic

Senate. Some of these changes have been driven by the district's transition to three-college status.¹ The formal committee is now a sub-committee of the District Academic Senate. The PRC is headed by a faculty co-chair and the associate vice chancellor for Institutional Effectiveness. Committee membership includes elected faculty representatives from each campus, a representative from the District Assessment Committee, and staff representation from the Office of Institutional Research and from Student Support Services/Counseling. PRC typically meets once a month during the academic year.

The current emphasis of the PRC is on comprehensive, regular program review by defined academic units at the college on a four-year rotating cycle, with annual campus-based updates. Student Services completes a comprehensive review annually. The purpose of program review is threefold:

- to provide training and guidance for those disciplines undergoing program review
- to review instructional program reviews and make recommendations for acceptance or revision of these studies
- to continue to evaluate and, when necessary, make recommendations for revisions to the program review process and the role of the PRC.

Committee Dialogue for Institutional Change

In 2003, the DAC and PRC began to work together more closely to coordinate their respective responsibilities for assessment of programs, courses, and student learning. Initially, these two committees made recommendations for changes to the district course outlines of record to include SLOs incorporating critical thinking skills. SLOs were to focus on what students should have accomplished upon successful completion of a course.

Meeting this goal clarified the need for DAC and PRC to dialogue with the Curriculum Committee on revising the entire course outline template for the district. After several meetings and discussions with all three committees, the Curriculum Committee members received training in how to develop and write an integrated course outline of record by defining appropriate SLOs using Bloom's Taxonomy of Educational Objectives as a guide, and aligning SLOs with clearly delineated methods of instruction and evaluation.

Through a process of constant dialogue and study, in coordination with the PRC and the DAC, the Curriculum Committee developed a new integrated course template requiring course originators to list appropriate student learning outcomes (SLOs). By fall 2003, all new and revised course outlines were being changed to include SLOs that incorporated critical thinking skills. After several revisions, a new COR template and step-by-step guide were approved in Fall 2005 that met all the objectives laid out by the District Assessment Committee and the Program Review Committee.

To assure widespread faculty awareness of the need for integrated SLOs and assessment of learning effectiveness, all faculty were encouraged to use **4faculty.org**. This is a web-based series of training modules for community college faculty developed by more than 200 faculty and administrators in the state, and maintained by the RCCD Office of Institutional Effectiveness. 4Faculty provides instructors with advice on creation of student learning outcomes,

¹ The PRC was initially formed to revise the process of program review. The old process was not being followed; it was perceived by departments and faculty as somewhat pointless, since the recommendations of these reviews were not being used in planning for resources, staffing, and facilities by the District. The PRC began by researching and learning about the various types of PR studies. In 2001 a new process devised by the PRC was piloted by five disciplines. After much feedback and discussion, revisions were made to the process, and a second group of disciplines began their reviews. A significant lag in the promised completion dates caused the PRC to recognize a need for training and a written guide to the self study process prior to undergoing the self-study. Since 2003, as new groups have undergone program review, revisions have been made to the training, the handbook, and the process itself. All of these revisions have grown out of (1) dialogue with program review teams as various instructional units complete the process, (2) discussions among PRC members, and (3) interaction with the DAC, whose co-chair is now a permanent advisory member of the PRC meetings.

assessment methodologies, and teaching techniques to improve student learning. The Quick Start Guide, largely targeted at part-time faculty, assists faculty in understanding their students as learners, planning their courses, building their syllabi using SLOs and clear assessment methods, making a good first impression, and preparing vital records. A module on SLOs, introduced in fall 2005, helps faculty see the link between the creation of SLOs and assessment.

Current Status of Student Learning Outcomes Development at RCCD

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district, campus, program, and course levels :

- General education SLOs for academic and vocational degree programs have been established for the District and colleges as a whole. They were approved by the Board of Trustees in December 2006 and will be printed in the 2007-08 district catalog.
- Individual disciplines have begun an SLO "audit" in which they discuss the alignment of their SLOs with General Education SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for most instructional disciplines and for all student support units.
- By fall of 2007, course outlines of record for a majority of courses in the district will be updated to include integrated student learning outcomes. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- Twenty-five disciplines have completed some portion of the assessment project that they proposed in their program review self-studies.
- Eleven disciplines report that they have made changes to curriculum, instructional methods, delivery methods, or SLOs as a result of assessment.
- Student Services has developed student learning outcomes for their programs as appropriate.

RCCD General Education Student Learning Outcomes for Academic and Vocational Degree Programs

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)
3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)
4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility)

These outcomes are posted in every classroom on the Moreno Valley Campus.

Activities and Evidence Regarding Effectiveness of SLOs and Assessment Outcomes Projects, 2001-2006

The District Assessment Committee's involvement in the development and refinement of assessment guidelines for disciplines undergoing program review has been discussed above. Activities leading to more effective assessment of student learning have included the following:

- In the 2001-02 school year, the District Assessment Committee secured a commitment from eight faculty members (English, History, Mathematics, and Computer Information Systems) for several classroom-based assessment projects. These faculty members were trained in assessment methods before starting their projects.
- The following year (2002-03), these classroom-based assessment projects were completed and evaluated. The committee also developed an assessment plan for the district and continued to offer workshops and training sessions on assessment.
- In 2003-04, DAC administered the CCSEQ (Community College Student Experiences Questionnaire) to a representative sample of students as an indirect measure of student learning gains, and developed an inventory of institutional effectiveness measures.
- In 2004-05, DAC continued to consult with disciplines undertaking program review and conducted additional training sessions and workshops on assessment, including an all-day workshop.
- In 2005-06, DAC worked to define more clearly its assessment requirements for disciplines undergoing program review; administered the CCSEQ a second time; and began discussion with an occupational education taskforce regarding the implementation of SLOs in occupational programs.

Evidence of progress in the development and utilization of SLOs and assessment projects to enhance student learning includes

- development of institutional level SLOs and a fully-articulated RCCD Assessment Plan
- development of a six-step rubric for describing program and instructional discipline assessment efforts as a way of encouraging progress in undertaking assessment projects and refining SLOs
- collection of data on perceived student learning gains via two administrations of the CCSEQ (in 2004 and 2006)
- successful implementation of classroom-based assessment plans for disciplines undertaking program review
- development of an assessment audit for disciplines to inventory the work already being done in their area on measurement of student learning
- significant progress towards inclusion of appropriate SLOs within integrated course outlines for all courses in the district
- initial progress towards inclusion of course outline SLOs within all instructor syllabi for all courses taught in the district
- funding through a Title V grant of outcomes assessment specialist (OAS) positions at all three campuses in the district. One key function of the OAS job description is to assist disciplines with the development, collection, analysis, and interpretation of SLO data.

Plans for Continued SLO Development and Assessment Outcomes Projects

The DAC and PRC are developing a comprehensive set of measures and processes that will enable the district to report on, assess, and improve its effectiveness, and a means of assuring that current data more actively and consistently improve learning in all institutions within the district. Other plans for assessment and outcomes development include:

- continued efforts to assist all instructional disciplines in implementing a course-focused assessment cycle, with the results of those assessments reported in comprehensive and annual program reviews
- the completion of a matrix that aligns course outcomes with the district's general education SLOs—for each course in the district that meets general education requirements
- continued refinement and testing of the validity of course SLOs for instructional disciplines undergoing program review
- assistance to disciplines in providing evidence that students taking courses with gen-ed alignments actually achieve the declared learning outcomes of those courses
- direct assessment of student artifacts (for example, an e-portfolio) to measure the work of students taking general education courses against a carefully designed rubric focusing on a single general education competency
- assessment project on the newly approved general education student learning outcomes
- collaboration with the Office of Institutional Research on analysis and review of existing data that might contribute to assessment.

RCCD has made considerable progress in creating and implementing student learning outcomes at the institutional, program, and course levels. Further, the district is making a consistent effort to conduct outcomes-based assessment in a variety of modalities with the goal of using the results of assessment and data collection to improve student learning at all district campuses and sites.

DEMOGRAPHIC DATA

Riverside Community College District Service Area

City Population Estimates with Annual Percent Change

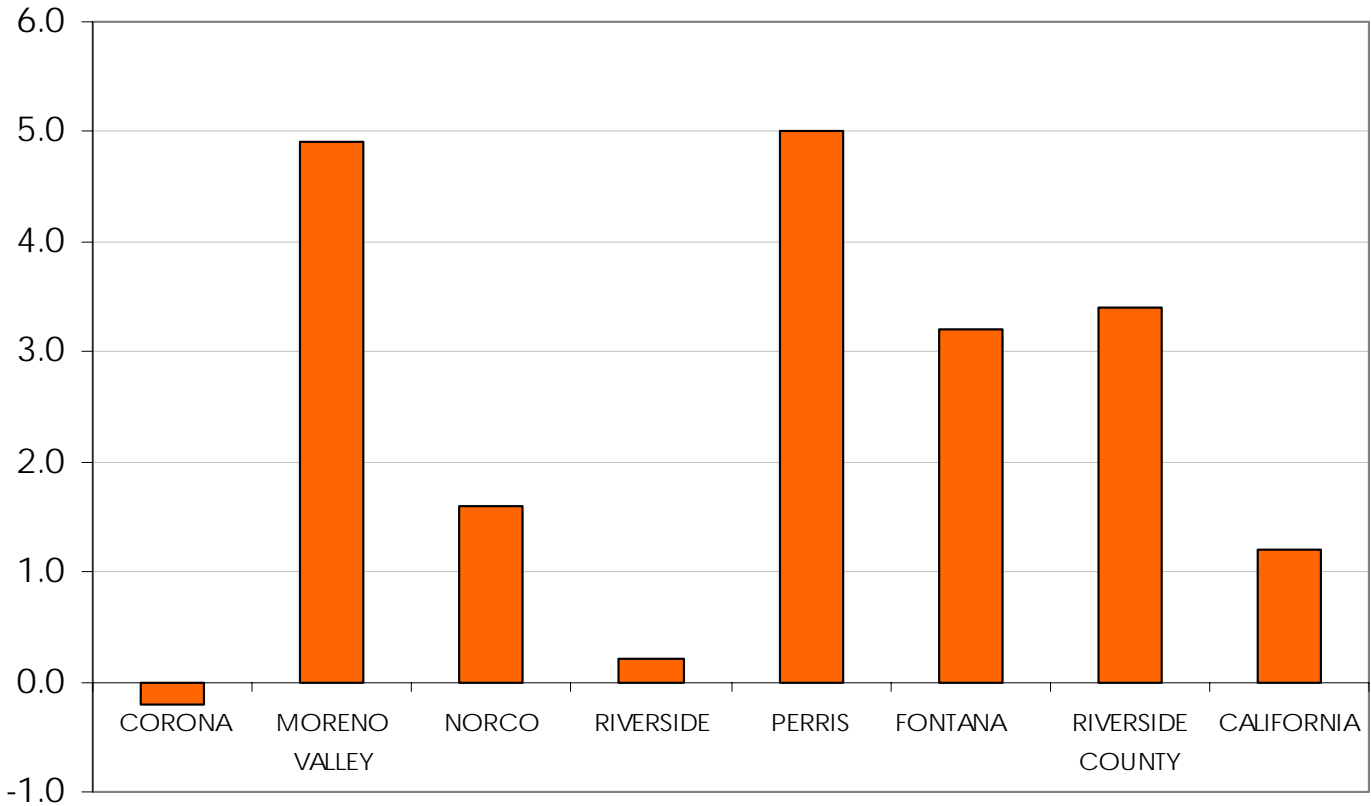
2005 & 2006

City/County	Total Population		Percent Change
	2005	2006	
BANNING	28,130	28,128	0.0%
BEAUMONT	19,105	23,145	21.1%
BLYTHE	22,089	22,179	0.4%
CALIMESA	7,482	7,415	-0.9%
CANYON LAKE	10,981	10,939	-0.4%
CATHEDRAL CITY	50,957	51,081	0.2%
COACHELLA	30,964	35,207	13.7%
CORONA	144,992	144,661	-0.2%
DESERT HOT SPRINGS	19,507	22,011	12.8%
HEMET	66,873	69,544	4.0%
INDIAN WELLS	4,810	4,865	1.1%
INDIO	66,539	71,654	7.7%
LA QUINTA	36,377	38,340	5.4%
LAKE ELSINORE	38,289	40,985	7.0%
MORENO VALLEY	166,385	174,565	4.9%
MURRIETA	85,648	92,933	8.5%
NORCO	26,846	27,263	1.6%
PALM DESERT	49,595	49,539	-0.1%
PALM SPRINGS	46,000	46,437	1.0%
PERRIS	44,880	47,139	5.0%
RANCHO MIRAGE	16,520	16,672	0.9%
RIVERSIDE	287,321	287,820	0.2%
SAN JACINTO	28,618	31,066	8.6%
TEMECULA	81,921	93,923	14.7%
BALANCE OF COUNTY	507,482	515,819	1.6%
RIVERSIDE COUNTY	1,888,311	1,953,330	3.4%

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*.
Sacramento, California, May 2006.

Riverside Community College District Service Area General Population – Selected Cities 2006

**Percentage Growth, General Population, 2005-06
Selected Cities in RCCD Service Area**

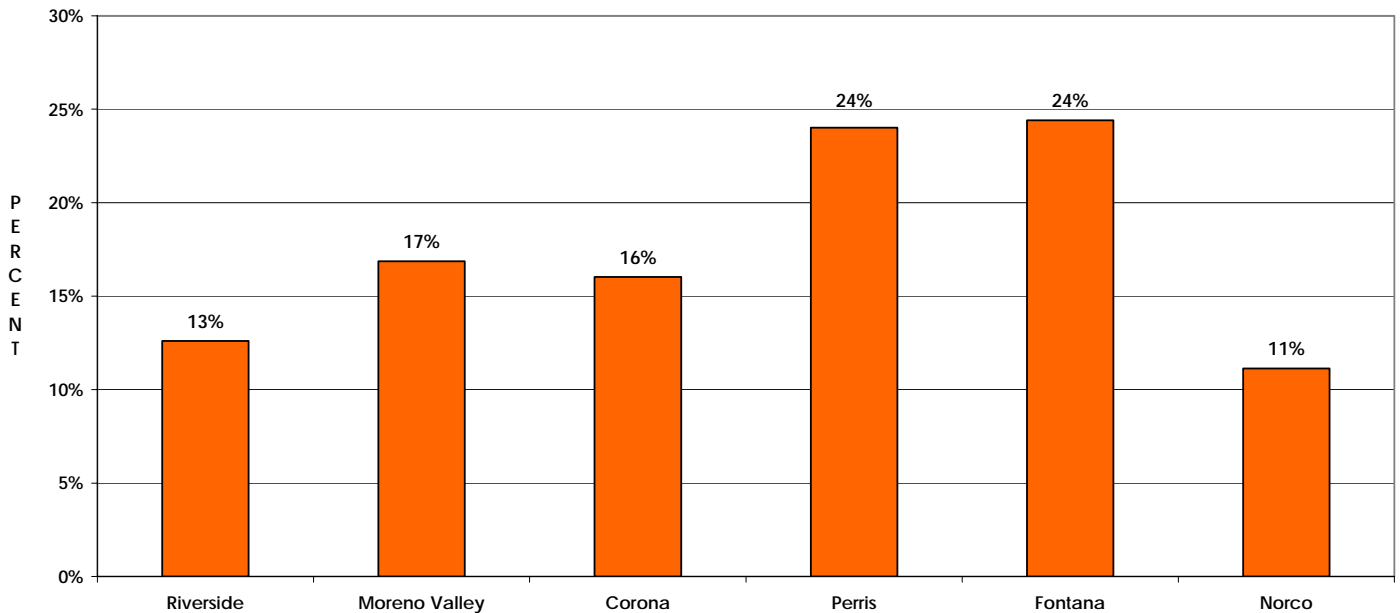


	Population 2006	% Change 2005-06
RIVERSIDE COUNTY	1,953,330	3.4
CORONA	144,661	-0.2
MORENO VALLEY	174,565	4.9
NORCO	27,263	1.6
PERRIS	47,139	5.0
RIVERSIDE	287,820	0.2
SAN BERNARDINO COUNTY	1,991,829	2.1
FONTANA	165,462	3.2

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change – January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District
RCCD Service Area
Population Changes for Selected Cities
2000 - 2006

2000-06 Percentage Change in Population for RCCD Service Area Cities



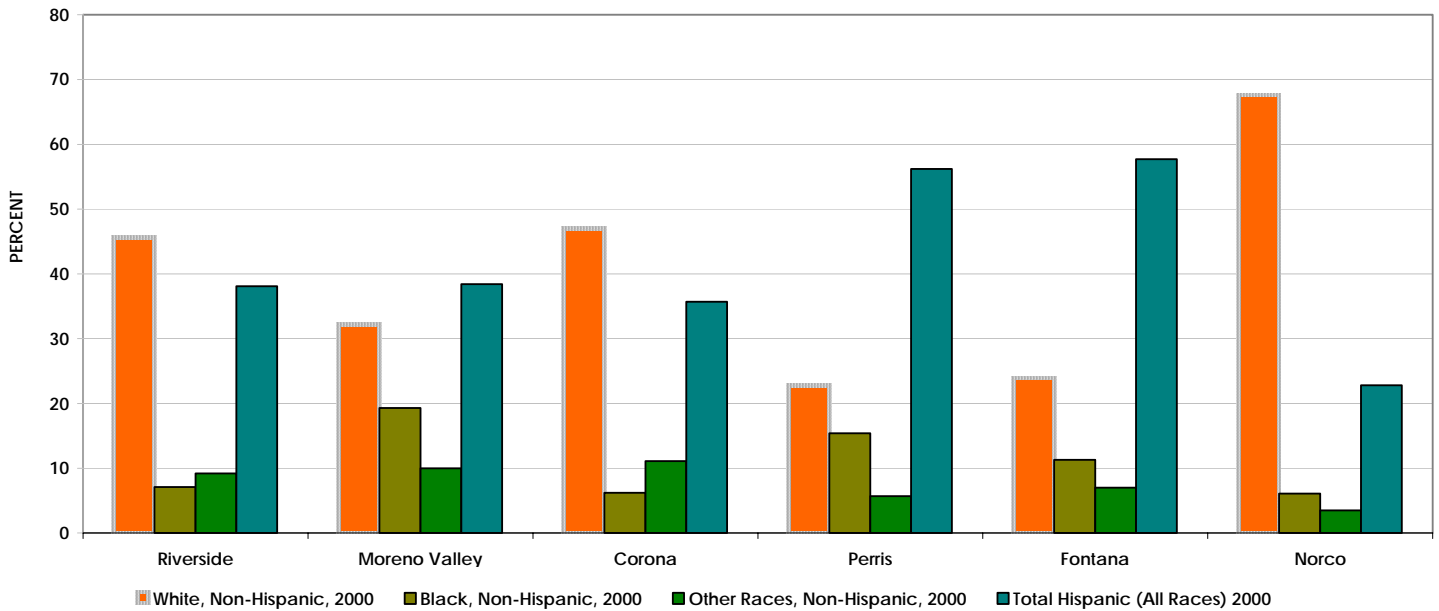
(Students from these cities accounted for 75% of all Fall 2005 RCCD students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Total Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Total Population, 2006	287,321	166,385	144,992	44,880	160,409	26,846
Percent Change 2000-2006	13%	17%	16%	24%	24%	11%

Source: RCCD Institutional Research, 2006; State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District
RCCD Service Area
Ethnicity
2000

2000 Ethnicity for RCCD Service Area Cities



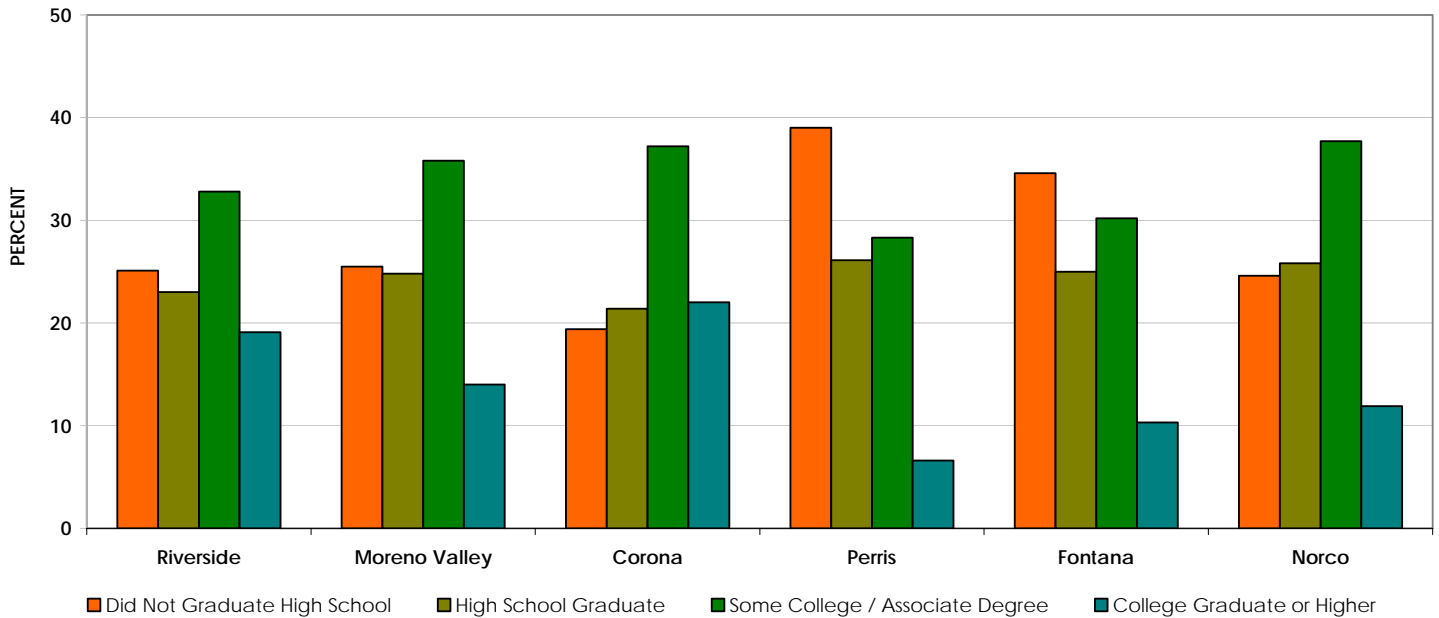
(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2000	116,356	45,847	58,734	8,251	30,814	16,330
Black, Non-Hispanic, 2000	18,117	27,480	7,748	5,573	14,569	1,474
Other Races, Non-Hispanic, 2000	23,475	14,238	13,871	2,063	9,025	845
Total Hispanic (All Races) 2000	97,218	54,674	44,613	20,338	74,392	5,508
Total Population, 2000	255,166	142,239	124,966	36,225	128,800	24,157

Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

Riverside Community College District
RCCD Service Area
Educational Attainment
2000

2000 Educational Attainment for RCCD Service Area Cities



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

RCCD Service Area

Feeder School Enrollments by District and Grade Levels

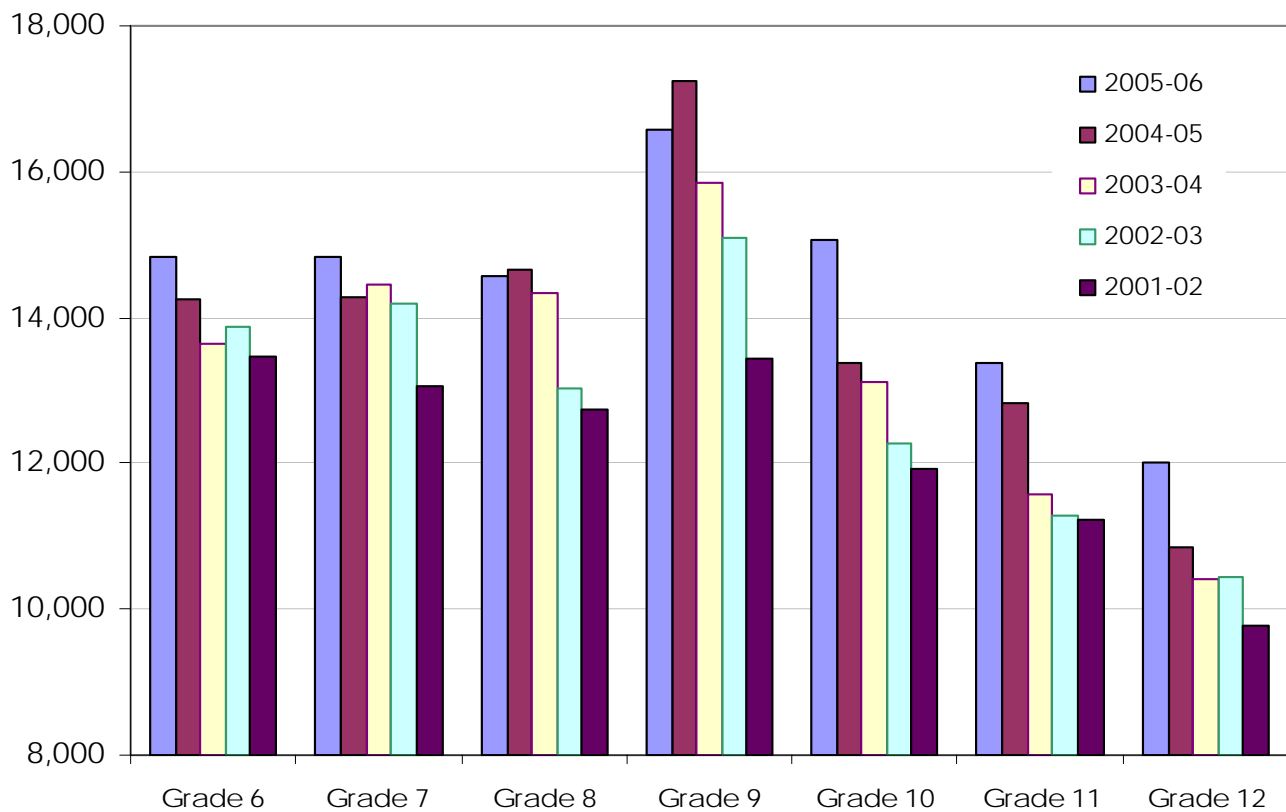
2001-02 through 2005-06

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
Alvord	2003-04	1,496	1,646	1,604	1,366	1,451	1,254	1,156
Alvord	2002-03	1,619	1,584	1,341	1,460	1,285	1,229	1,207
Alvord	2001-02	1,574	1,308	1,413	1,251	1,244	1,255	1,035
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
Corona-Norco	2003-04	3,466	3,604	3,640	3,532	3,237	3,072	2,905
Corona-Norco	2002-03	3,403	3,540	3,282	3,193	3,059	2,934	2,830
Corona-Norco	2001-02	3,301	3,164	2,999	3,003	2,871	2,797	2,579
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
Jurupa	2003-04	1,624	1,705	1,753	1,600	1,626	1,409	1,260
Jurupa	2002-03	1,687	1,758	1,603	1,633	1,489	1,348	1,239
Jurupa	2001-02	1,727	1,641	1,594	1,536	1,409	1,333	1,223
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
Moreno Valley	2003-04	2,726	2,857	2,850	3,106	2,984	2,508	1,930
Moreno Valley	2002-03	2,852	2,794	2,713	3,033	2,765	2,462	1,942
Moreno Valley	2001-02	2,690	2,784	2,627	2,809	2,729	2,264	1,959
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
Riverside	2003-04	3,171	3,566	3,397	4,612	3,121	2,873	2,522
Riverside	2002-03	3,319	3,482	3,197	4,253	3,098	2,827	2,564
Riverside	2001-02	3,180	3,280	3,236	3,532	3,208	2,874	2,360
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635
Val Verde	2003-04	1,145	1,077	1,083	1,629	688	470	642
Val Verde	2002-03	1,005	1,047	906	1,509	579	473	657
Val Verde	2001-02	979	882	876	1,313	449	711	609

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006.
RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area
Feeder School District Enrollments
 by Grade Levels
 2001-02 through 2005-06

Feeder School Enrollments by Grade Levels
 2001-02 through 2005-06



		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847
District Totals	2003-04	13,628	14,455	14,327	15,845	13,107	11,586	10,415
District Totals	2002-03	13,885	14,205	13,042	15,081	12,275	11,273	10,439
District Totals	2001-02	13,451	13,059	12,745	13,444	11,910	11,234	9,765

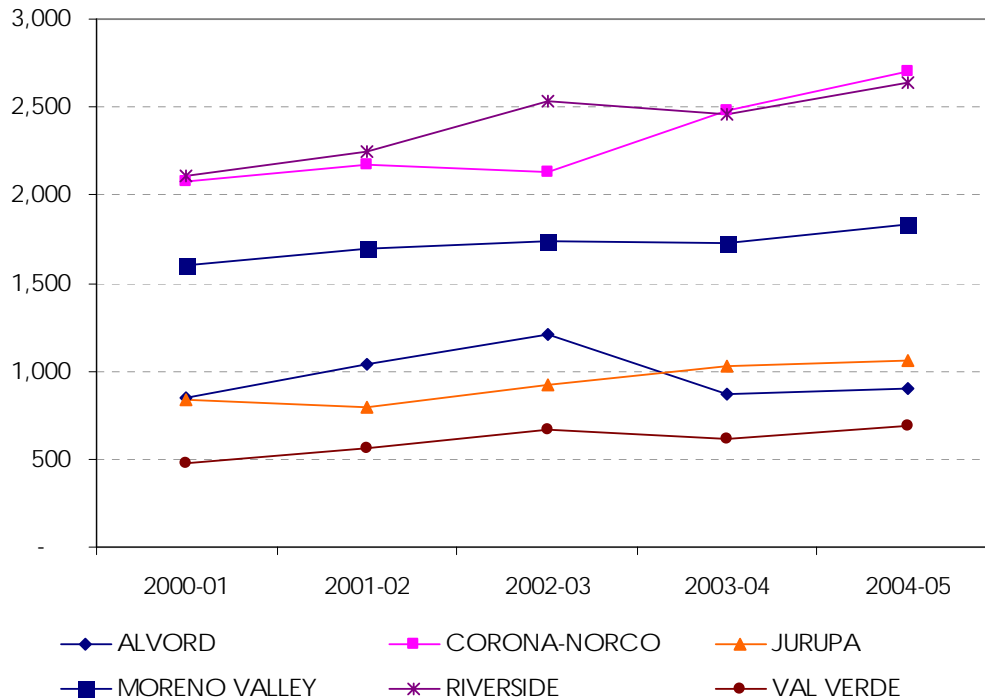
Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006.
 RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

RCCD Feeder High School District Graduates

2000-01 through 2004-05

Graduates from RCCD Feeder School Districts



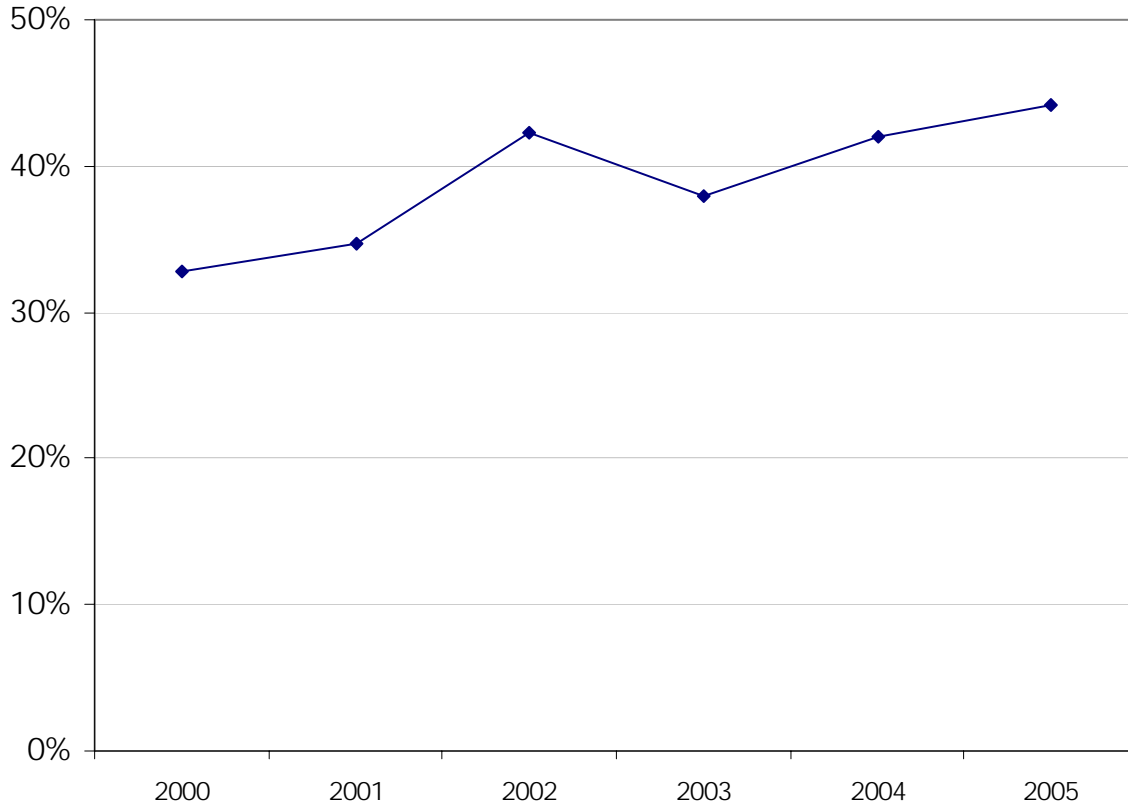
Graduates from RCCD Feeder School Districts, 2000-01 to 2004-05

	2000-01	2001-02	2002-03	2003-04	2004-05	Change from 2000-01 to 2004-05
ALVORD	843	1,036	1,207	872	899	7%
CORONA-NORCO	2,080	2,170	2,134	2,479	2,707	30%
JURUPA	836	797	923	1,029	1,055	26%
MORENO VALLEY	1,605	1,694	1,738	1,724	1,837	14%
RIVERSIDE	2,113	2,248	2,529	2,455	2,636	25%
VAL VERDE	472	558	664	618	685	45%
TOTAL	7,949	8,502	9,195	9,177	9,819	24%

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006.

RCCD Service Area
College Going Rates for
RCCD Feeder Districts
2000 - 2005

RCCD College Going Rates, 2000-2005



College Going Rate

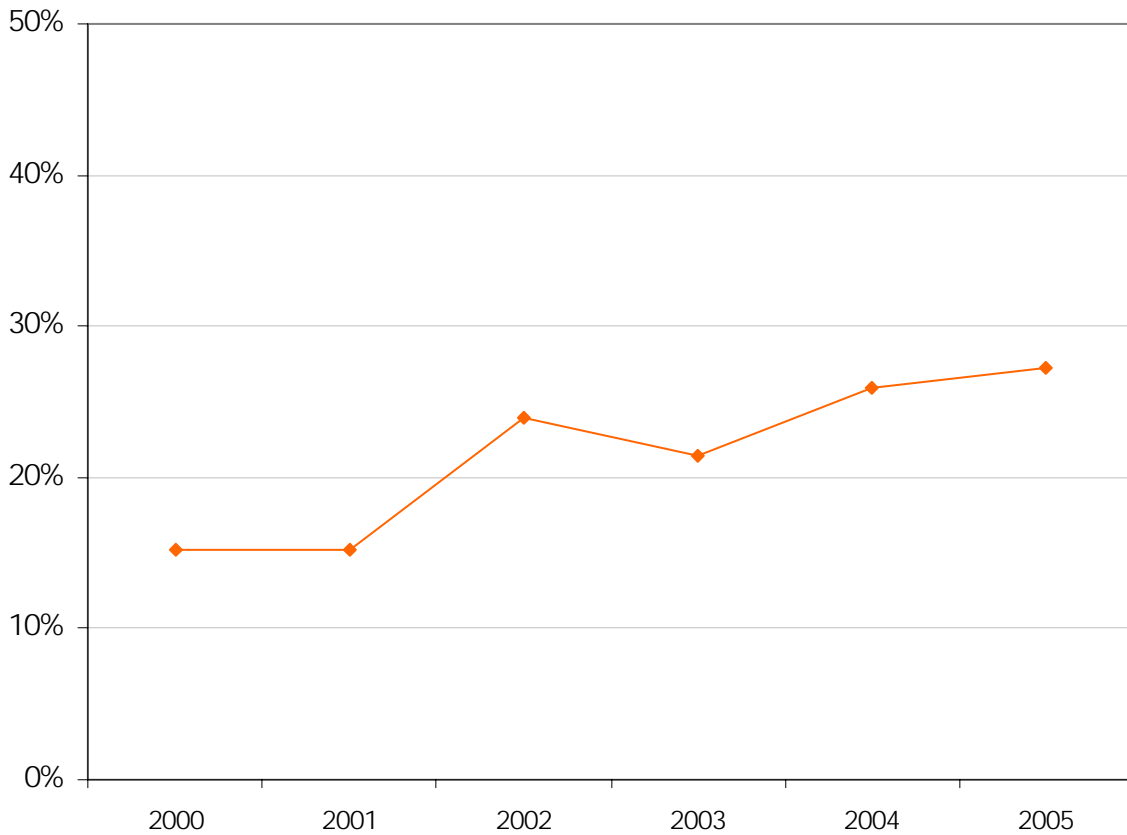
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%

“College Going Rate” is the percent of recent high school graduates from our service area who are 19 years and under and attending any community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage; <http://www.cpec.ca.gov/>.

RCCD Service Area Capture Rates for RCCD Feeder Districts 2000 - 2005

RCCD Capture Rates, 2000-2005



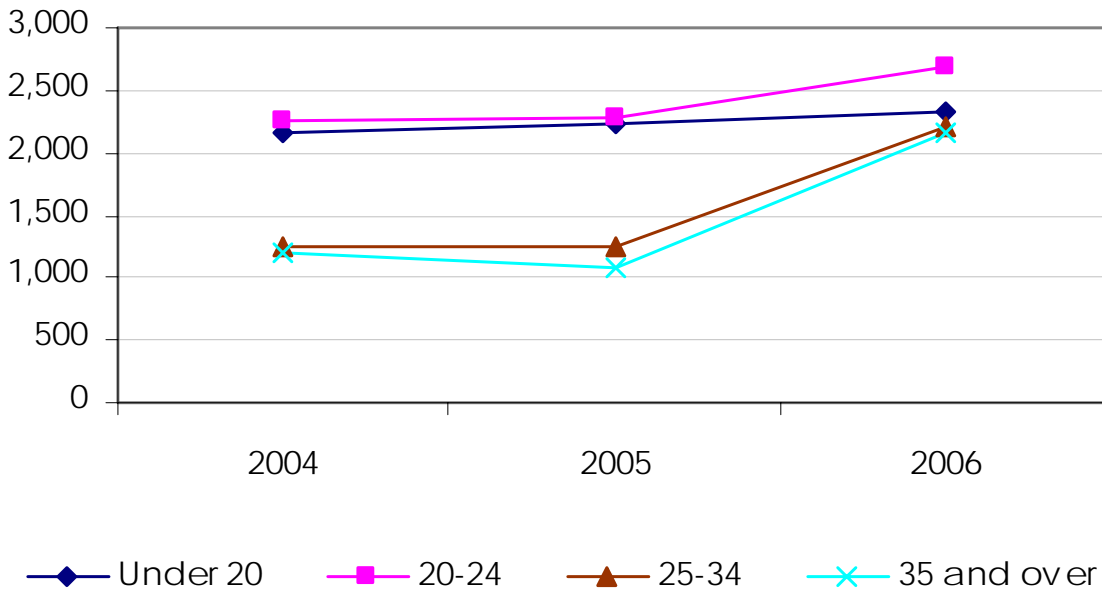
	Capture Rate
2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%

“Capture Rate” is the percent of recent high school graduates from the service area who are 19 years and under and attending Riverside Community College during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

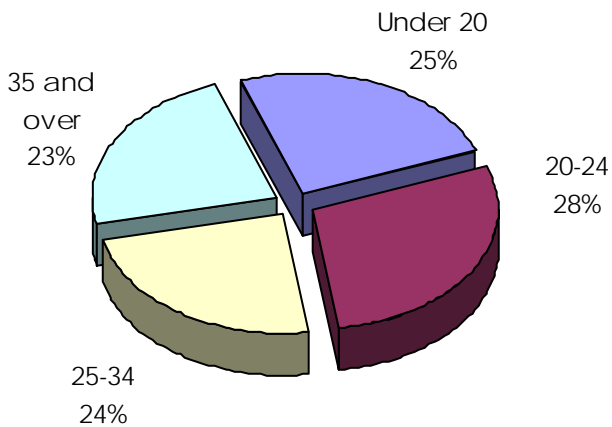
Source: California Postsecondary Education Commission webpage: <http://www.cpec.ca.gov/>

Moreno Valley Campus
Student Demographics
Age Groups
Fall 2004, 2005 & 2006

Student Headcount by Age Group



Fall 2006

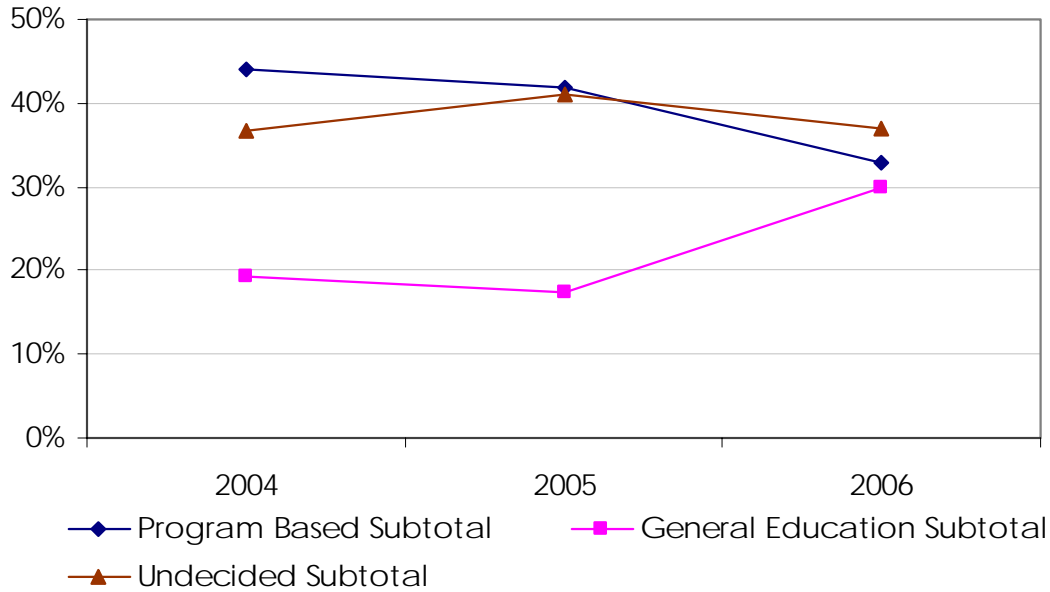


Age Groups	2004	2005	2006
Under 20	2,154 31%	2,226 33%	2,319 25%
20-24	2,249 33%	2,287 33%	2,699 29%
25-34	1,254 18%	1,249 18%	2,217 24%
35 and over	1,191 17%	1,079 16%	2,169 23%
Total	6,848 100%	6,841 100%	9,404 100%

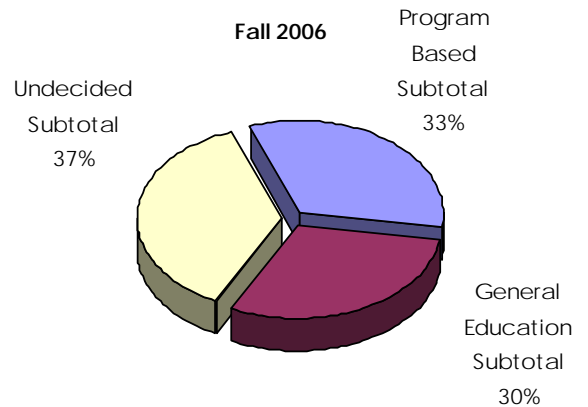
Source for all Moreno Valley Campus data: Internal RCCD MIS Data Repository

Moreno Valley Campus
Student Demographics
Educational Goal
Fall 2004, 2005 & 2006

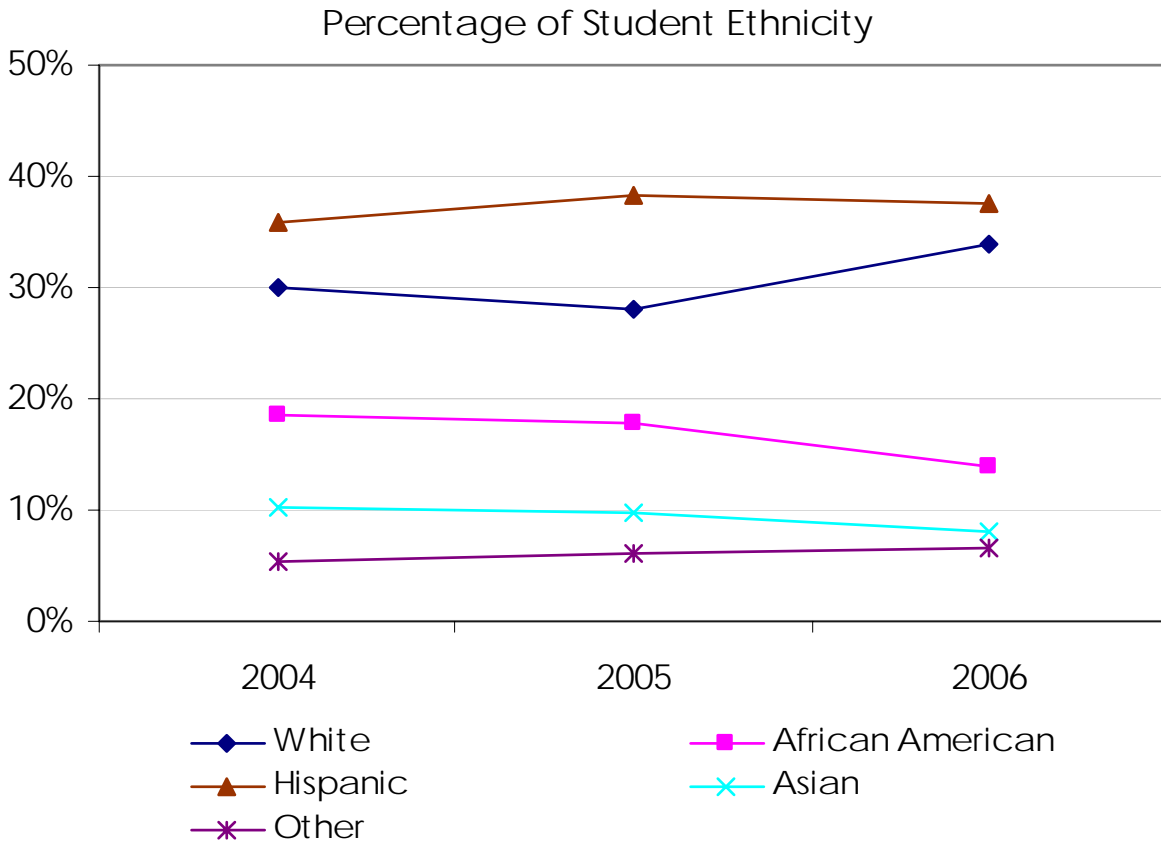
Student Percentage by Educational Goal



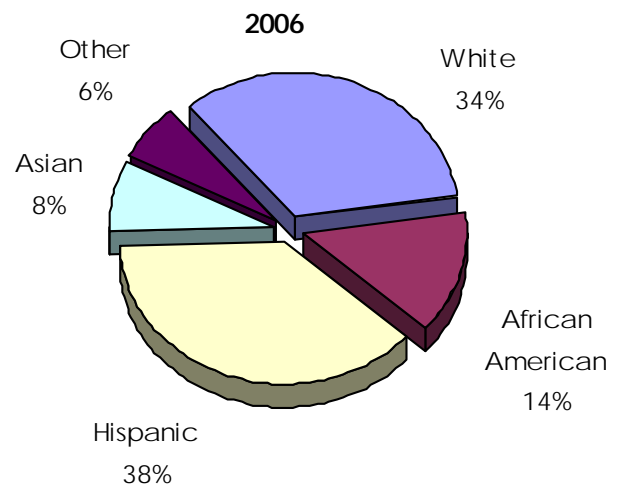
Educational Goal	2004	2005	2006
BA W/AA	2,014	1,995	2112
BA W/O AA	391	346	344
AA W/O TRANSFER	297	285	304
2YR VOC DEG WO TRANS	147	114	116
2YR VOC CERT WO TRANS	163	118	226
Program Based Subtotal	3,012	2,858	3,102
	44%	42%	33%
PLANNING IN PROGRESS	147	130	150
NEW CAREER PREP	273	243	447
UPDATE JOB SKILLS	248	155	1607
MAINTAIN CERT OR LIC	110	94	110
ED DEVELOPMENT	186	172	173
IMPROVE BASIC SKILLS	104	121	117
COMPLETE HS CRED/GED	254	267	221
General Education Subtotal	1,322	1,182	2,825
	19%	17%	30%
UNDECIDED	1,491	1,256	1305
UNCOLLECTED/UNREPORTED	1,024	1,548	2172
Undecided Subtotal	2,515	2,804	3,477
	37%	41%	37%
Total	6,849	6,844	9,404



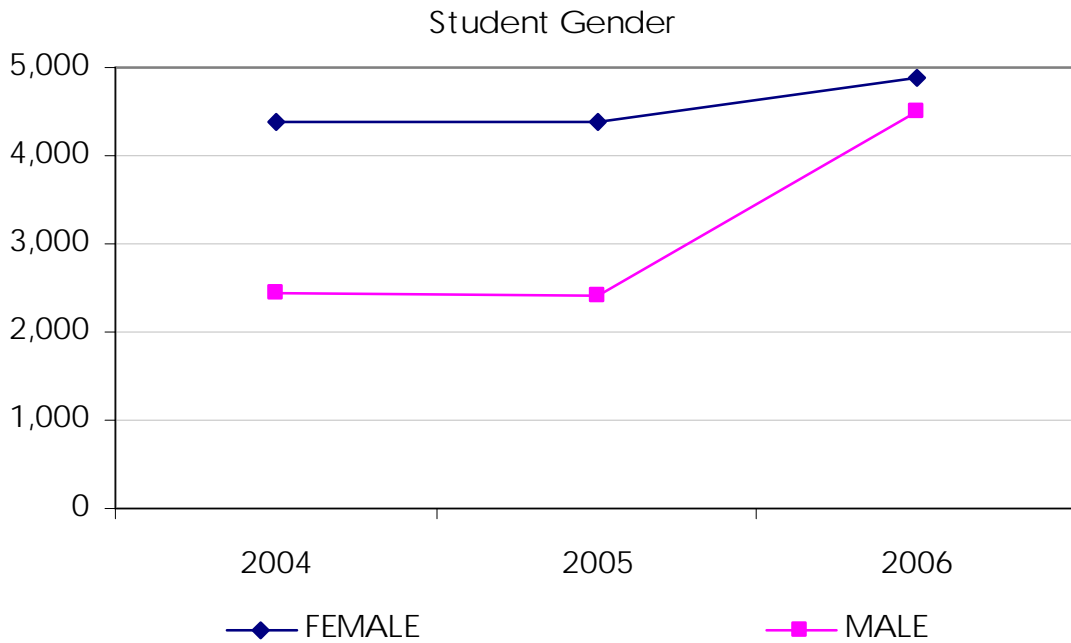
Moreno Valley Campus
Student Demographics
Ethnicity
Fall 2004, 2005 & 2006



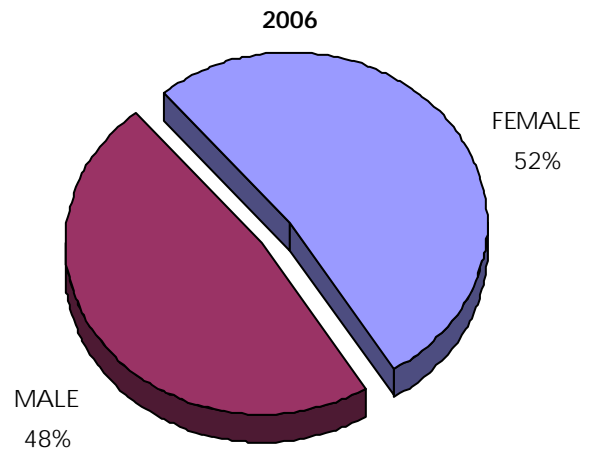
Ethnicity	2004	2005	2006
White	2,047 30%	1,918 28%	3,192 34%
African American	1,275 19%	1,218 18%	1,306 14%
Hispanic	2,462 36%	2,617 38%	3,543 38%
Asian	694 10%	668 10%	755 8%
Other	370 5%	420 6%	608 6%
Total	6,848 100%	6,841 100%	9,404 100%



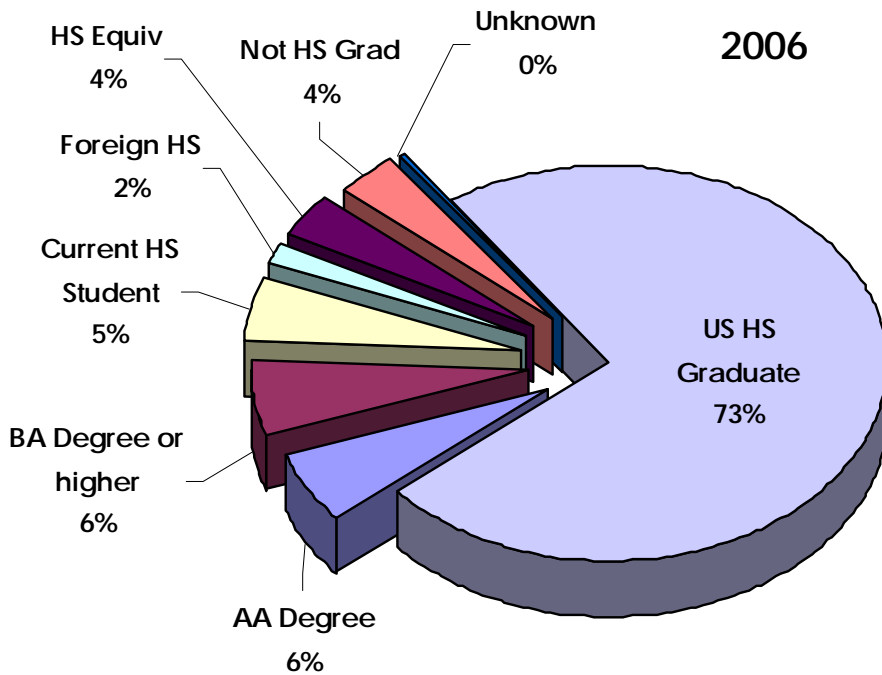
Moreno Valley Campus
Student Demographics
Gender
Fall 2004, 2005 & 2006



Gender	2004	2005	2006
FEMALE	4,385 64%	4,388 64%	4,885 52%
MALE	2,449 36%	2,419 36%	4,487 48%
Total	6,834 100%	6,807 100%	9,372 100%

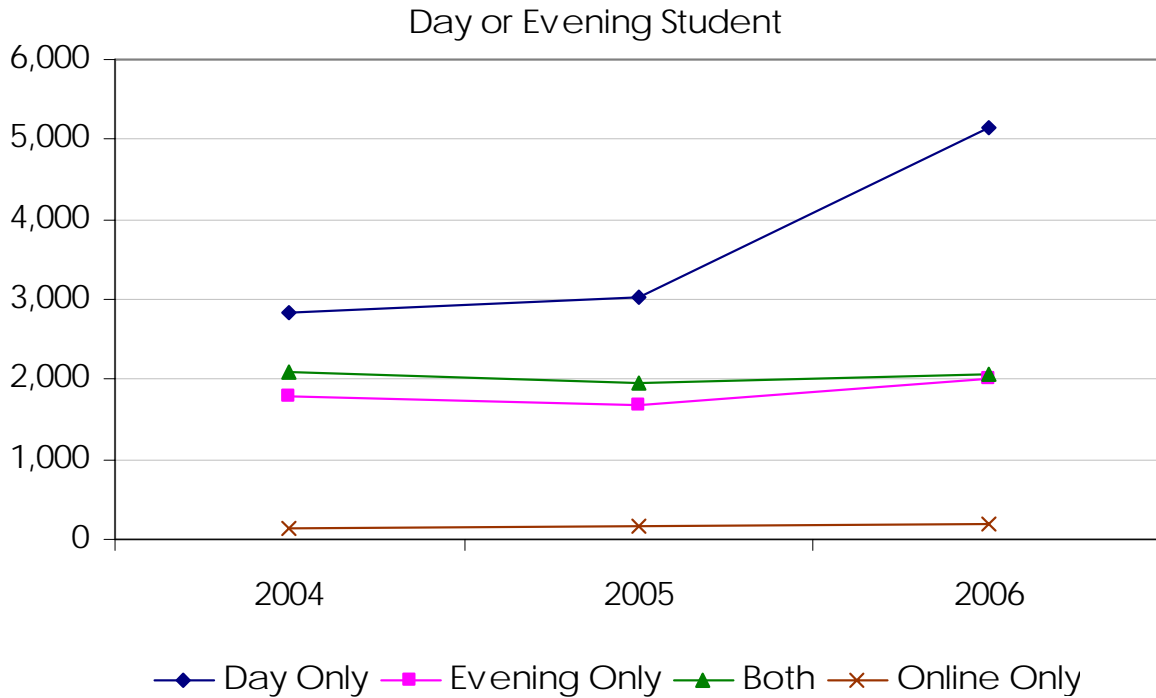


Moreno Valley Campus
Student Demographics
Prior Education
Fall 2004, 2005 & 2006

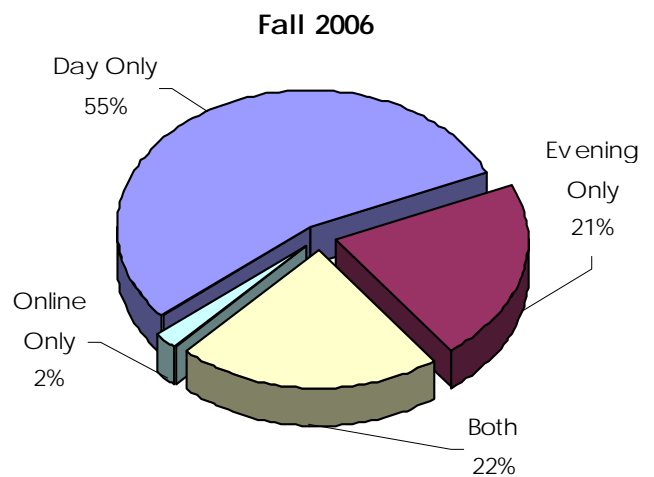


Prior Education	2004	2005	2006
AA Degree	209	203	538
	3%	3%	6%
BA Degree or higher	171	153	596
	2%	2%	6%
Concurrent HS Student	287	403	486
	4%	6%	5%
Foreign HS Graduate	140	125	149
	2%	2%	2%
HS Equiv, Prof Cert, etc	252	261	345
	4%	4%	4%
Not HS Grad	340	388	353
	5%	6%	12
Unknown	82	5	6
	1%	0%	0%
US HS Graduate	5,368	5,306	6,928
	78%	78%	74%
Total	6,849	6,844	9,401
	100%	100%	100%

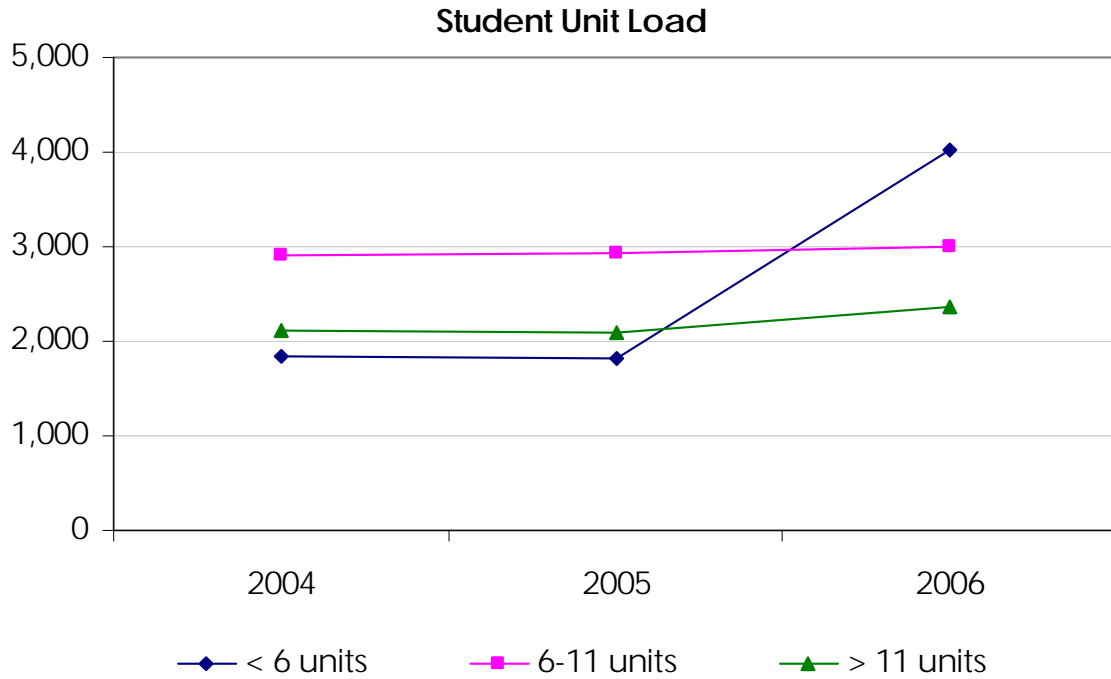
Moreno Valley Campus
Student Demographics
Day or Evening Student
Fall 2004, 2005 & 2006



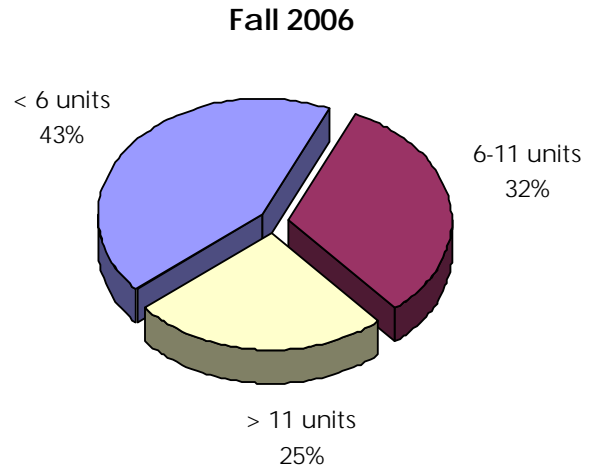
Time of Day	2004	2005	2006
Day Only	2,848	3,029	5,134
	42%	44%	55%
Evening Only	1,778	1,681	2,009
	26%	25%	21%
Both	2,085	1,965	2,069
	30%	29%	22%
Online Only	138	169	196
	2%	2%	2%
Total	6,849	6,844	9,408
	100%	100%	100%



Moreno Valley Campus
Student Demographics
Student Unit Load
Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	1,834 27%	1,823 27%	4,022 43%
6-11 units	2,900 42%	2,937 43%	3,010 32%
> 11 units	2,115 31%	2,084 30%	2,375 25%
Total	6,849 100%	6,844 100%	9,407 100%



Riverside Community College District
Student Outcomes
Retention Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Accounting	865	77.5%
Administration of Justice	2858	96.7%
Air Conditioning / Refrig.	125	92.8%
American Sign Language	395	88.4%
Anatomy & Physiology	774	82.6%
Anthropology	971	88.5%
Arabic	63	92.1%
Architecture	56	96.4%
Art	1457	90.0%
Astronomy	342	82.7%
Automotive Body	121	91.7%
Automotive Technology	416	95.2%
Biology	1001	80.8%
Business Administration	1560	85.9%
Chemistry	962	85.6%
Chinese	39	89.7%
Community Interpretation	87	92.0%
Computer Applications	1050	88.5%
Computer Information Systems	2821	87.0%
Construction	223	96.9%
Cosmetology	365	98.1%
Culinary Arts	173	97.7%
Dance	814	84.3%
Dental Assisting	42	100.0%
Dental Hygiene	266	93.2%
Dental Technology	51	96.1%

Source: Internal RCCD MIS Data Repository.

The retention rate is calculated by dividing the numerator (enrollments with A, B, C, D, F, CR, NC, I) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
 Student Outcomes
 Retention Rates, Disciplines E-L
 Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Early Childhood Studies	1366	92.8%
Economics	808	83.3%
Education	158	85.4%
Electronics	42	85.7%
Emergency Medical Services	339	93.2%
Engineering	352	86.1%
English	8357	86.8%
English as a Second Language	1117	93.5%
Fire Technology	1296	99.0%
French	129	79.1%
Geography	866	86.1%
Geology	204	85.3%
German	34	88.2%
Graphics Technology	258	89.5%
Guidance	1397	90.8%
Health Sciences	1988	90.4%
Healthcare Technician	51	92.2%
History	2748	83.8%
Human Services	157	87.9%
Humanities	786	84.0%
Italian	82	84.1%
Japanese	170	86.5%
Journalism	124	82.3%
Library	113	82.3%

Riverside Community College District
 Student Outcomes
 Retention Rates, Disciplines M-Z
 Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Machine Shop	13	92.3%
Management	254	85.4%
Manufacturing Technology	23	95.7%
Marketing	170	89.4%
Math	9621	82.4%
Medical Assisting	262	87.4%
Microbiology	284	78.9%
Military Science	18	88.9%
Music	2186	90.1%
Nursing Practice	18	100.0%
Oceanography	106	84.0%
Paralegal Studies	120	88.3%
Philosophy	1110	85.8%
Photography	265	78.1%
Physical Education	4276	89.9%
Physical Sciences	193	87.0%
Physician's Assistant	160	96.9%
Physics	457	82.9%
Political Science	1436	84.3%
Psychology	3177	85.1%
Reading	1282	85.3%
Real Estate	494	91.1%
Registered Nursing	827	99.0%
Sociology	2212	89.6%
Spanish	1052	83.9%
Speech	2137	87.4%
Telecommunications	311	88.4%
Theatre	643	92.7%
Vocational Nursing	288	91.3%
Welding	160	90.6%
Work Experience	160	87.5%
Grand Total	74554	87.4%

Riverside Community College District
Student Outcomes
Success Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Accounting	865	47.7%
Administration of Justice	2,858	91.3%
Air Conditioning / Refrig.	125	74.4%
American Sign Language	395	69.1%
Anatomy & Physiology	774	68.0%
Anthropology	971	74.4%
Arabic	63	66.7%
Architecture	56	82.1%
Art	1,457	74.2%
Astronomy	342	52.3%
Automotive Body	121	83.5%
Automotive Technology	416	80.5%
Biology	1,001	59.2%
Business Administration	1,560	63.8%
Chemistry	962	71.7%
Chinese	39	82.1%
Community Interpretation	87	78.2%
Computer Applications	1,050	54.6%
Computer Information Systems	2,821	54.7%
Construction	223	84.3%
Cosmetology	365	89.3%
Culinary Arts	173	82.1%
Dance	814	69.9%
Dental Assisting	42	95.2%
Dental Hygiene	266	89.8%
Dental Technology	51	92.2%

Source: Internal RCCD MIS Data Repository.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
Student Outcomes
Success Rates, Disciplines E-L
Fall 2006

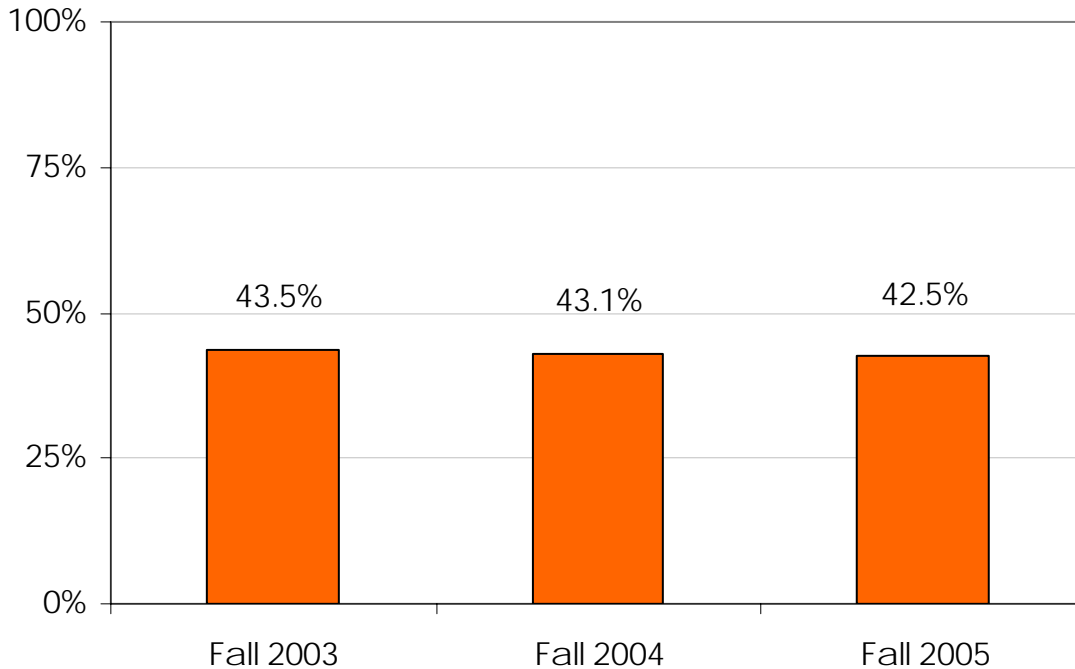
Discipline	Enrolled Spaces	Success Rates
Early Childhood Studies	1,366	74.5%
Economics	808	57.3%
Education	158	71.5%
Electronics	42	66.7%
Emergency Medical Services	339	69.6%
Engineering	352	70.5%
English	8,357	65.5%
English as a Second Language	1,117	73.1%
Fire Technology	1,296	94.7%
French	129	55.8%
Geography	866	66.2%
Geology	204	70.1%
German	34	58.8%
Graphics Technology	258	80.6%
Guidance	1,397	70.4%
Health Sciences	1,988	66.4%
Healthcare Technician	51	86.3%
History	2,748	57.1%
Human Services	157	86.0%
Humanities	786	66.2%
Italian	82	70.7%
Japanese	170	68.2%
Journalism	124	66.1%
Library	113	58.4%

Riverside Community College District
Student Outcomes
Success Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Machine Shop	13	46.2%
Management	254	63.8%
Manufacturing Technology	23	82.6%
Marketing	170	64.7%
Math	9,621	53.5%
Medical Assisting	262	69.8%
Microbiology	284	67.6%
Military Science	18	50.0%
Music	2,186	75.9%
Nursing Practice	18	100.0%
Oceanography	106	67.0%
Paralegal Studies	120	70.0%
Philosophy	1,110	60.3%
Photography	265	65.3%
Physical Education	4,276	81.8%
Physical Sciences	193	58.5%
Physician's Assistant	160	86.3%
Physics	457	66.7%
Political Science	1,436	60.6%
Psychology	3,177	56.2%
Reading	1,282	63.7%
Real Estate	494	67.8%
Registered Nursing	827	83.1%
Sociology	2,212	65.6%
Spanish	1,052	70.7%
Speech	2,137	67.8%
Telecommunications	311	64.0%
Theatre	643	76.0%
Vocational Nursing	288	69.1%
Welding	160	71.9%
Work Experience	160	77.5%
Grand Total	74,554	66.8%

Riverside Community College District
Student Outcomes
Fall-to-Fall Persistence Rates
Fall 2003, 2004 & 2005

**RCCD Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%

Fall to fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following fall semester.

Moreno Valley Campus
Student Outcomes
Retention Rates, All Disciplines
Fall 2006

Enrolled Spaces	Discipline	Retention Rates	Enrolled Spaces	Discipline	Retention Rates
112	Accounting	67.0%	51	Healthcare Technician	92.2%
2,275	Administration of Justice	99.3%	567	History	87.3%
25	American Sign Language	88.0%	157	Human Services	87.9%
260	Anatomy & Physiology	80.4%	224	Humanities	87.1%
195	Anthropology	89.7%	26	Journalism	73.1%
204	Art	91.2%	73	Management	79.5%
24	Astronomy	87.5%	51	Marketing	92.2%
235	Biology	89.8%	1,998	Math	83.1%
247	Business Administration	79.4%	262	Medical Assisting	87.4%
128	Chemistry	91.4%	92	Microbiology	87.0%
87	Community Interpretation	92.0%	283	Music	92.6%
243	Computer Applications	93.4%	202	Philosophy	90.1%
619	Computer Information Systems	86.4%	13	Photography	100.0%
85	Dance	89.4%	747	Physical Education	91.0%
42	Dental Assisting	100.0%	27	Physical Sciences	96.3%
266	Dental Hygiene	93.2%	160	Physician's Assistant	96.9%
51	Dental Technology	96.1%	79	Physics	93.7%
385	Early Childhood Studies	94.5%	329	Political Science	88.8%
100	Economics	95.0%	767	Psychology	84.9%
30	Education	70.0%	262	Reading	86.6%
339	Emergency Medical Services	93.2%	125	Real Estate	90.4%
1,913	English	87.2%	411	Sociology	89.8%
243	English as a Second Language	93.8%	201	Spanish	89.6%
1,296	Fire Technology	99.0%	406	Speech	92.4%
186	Geography	72.0%	53	Theatre	90.6%
334	Guidance	91.9%	46	Work Experience	89.1%
496	Health Sciences	90.7%	18,032	Grand Total	90.1%

*Administration of Justice includes classes at Ben Clark Training Center.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Source: RCCD Institutional Research, 2006.

Moreno Valley Campus
Student Outcomes
Success Rates, All Disciplines
Fall 2006

Enrolled Spaces	Discipline	Success Rates	Enrolled Spaces	Discipline	Success Rates
112	Accounting	54.5%	567	History	65.8%
2,275	Administration of Justice	97.2%	157	Human Services	86.0%
25	American Sign Language	72.0%	224	Humanities	71.0%
260	Anatomy & Physiology	66.5%	26	Journalism	50.0%
195	Anthropology	79.0%	73	Management	57.5%
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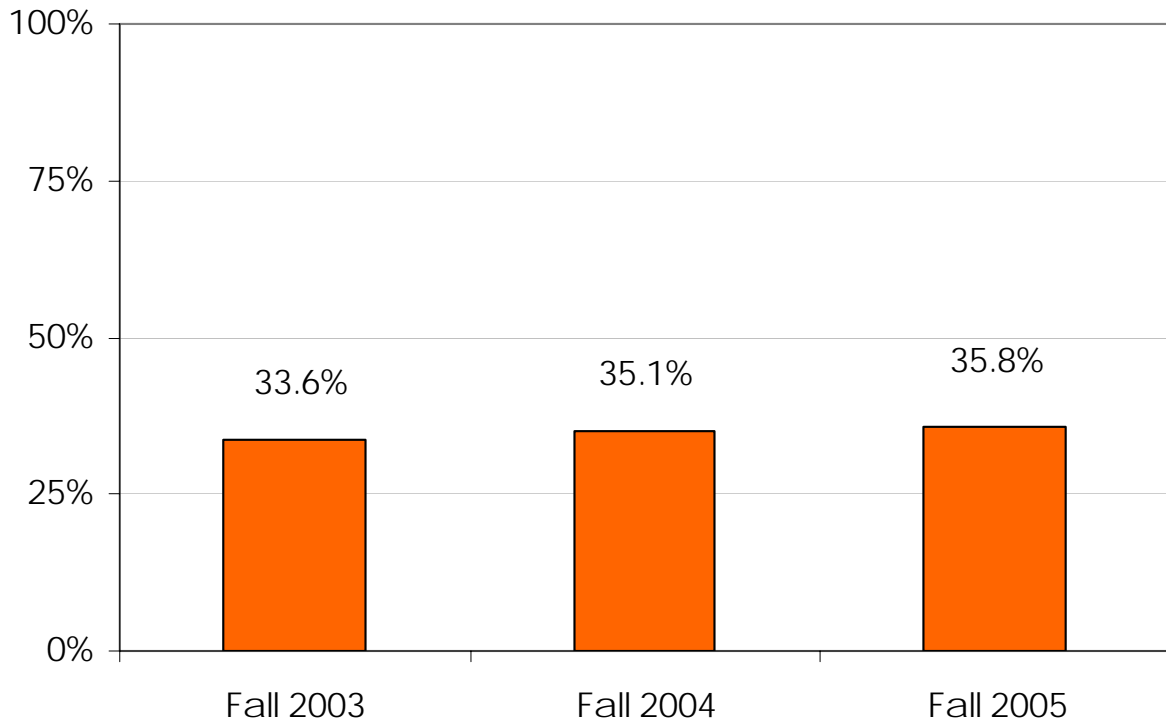
*Administration of Justice includes classes at Ben Clark Training Center.

The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator

Source: Internal RCCD MIS Data Repository.

Moreno Valley Campus
Student Outcomes
Fall-to-Fall Persistence Rates
Fall 2003, 2004 & 2005

**Moreno Valley Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	6,880	2,313	33.6%
Fall 2004	6,849	2,406	35.1%
Fall 2005	6,844	2,452	35.8%

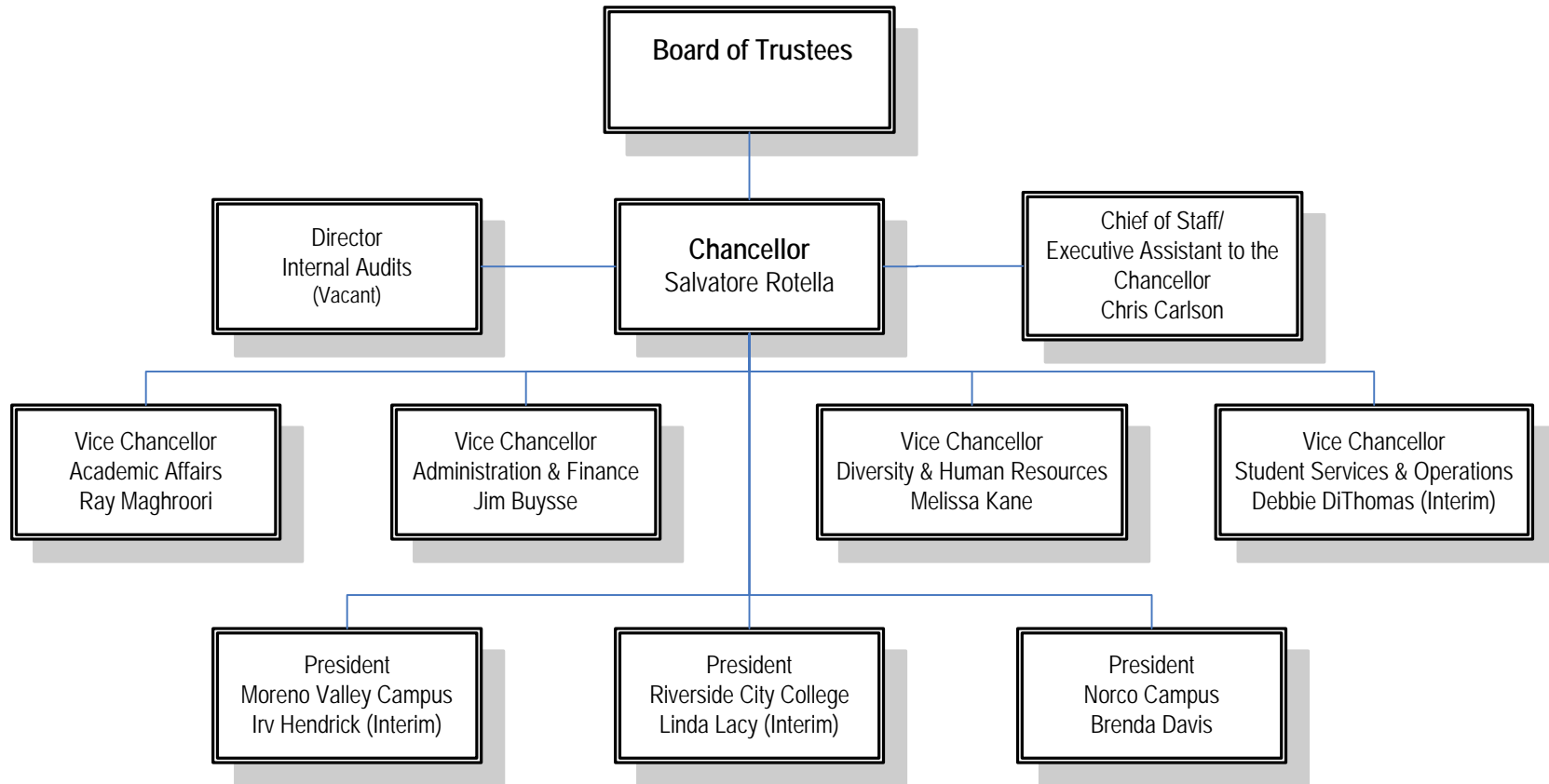
Fall to fall Persistence Rate for Moreno Valley is the percent of any students taking at least one course at the Moreno Valley Campus during a Fall semester and then subsequently taking at least one course at the Moreno Valley Campus in the following fall semester.

Source: RCCD Institutional Research, 2007

DISTRICT/CAMPUS ORGANIZATION CHARTS

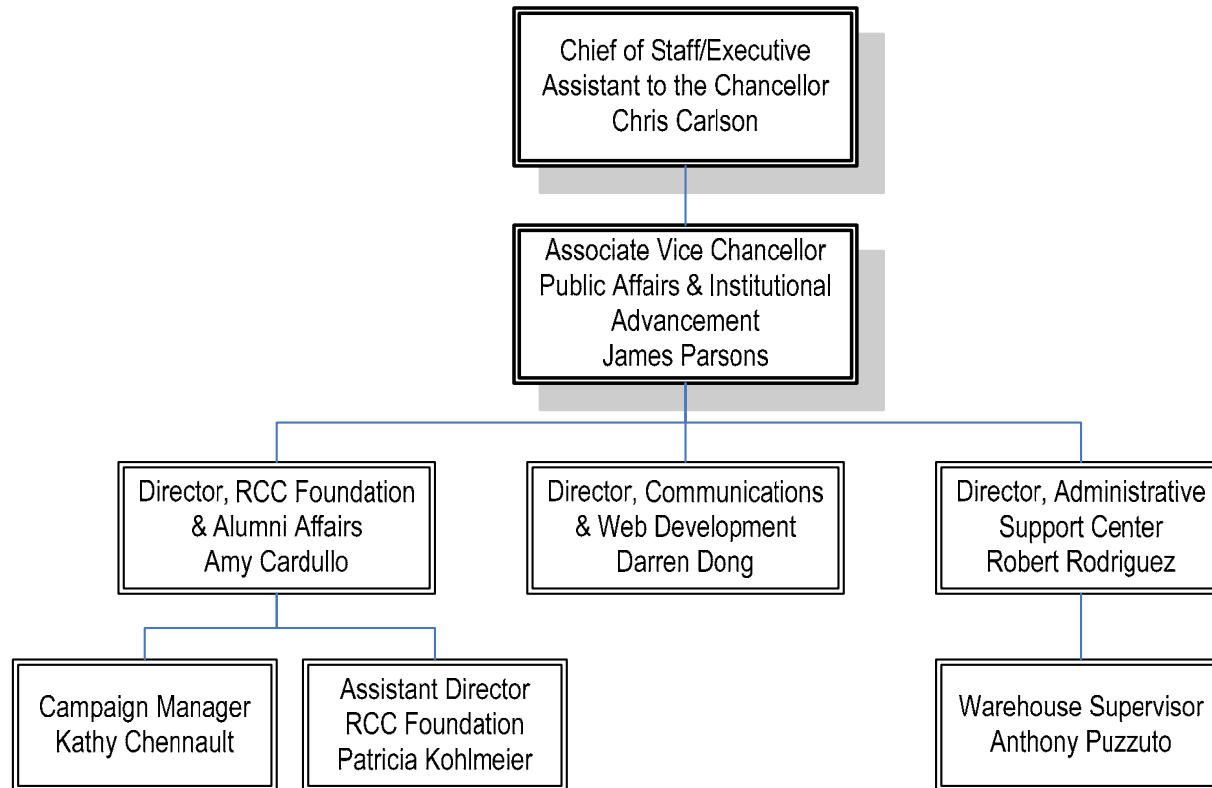
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chancellor's Office



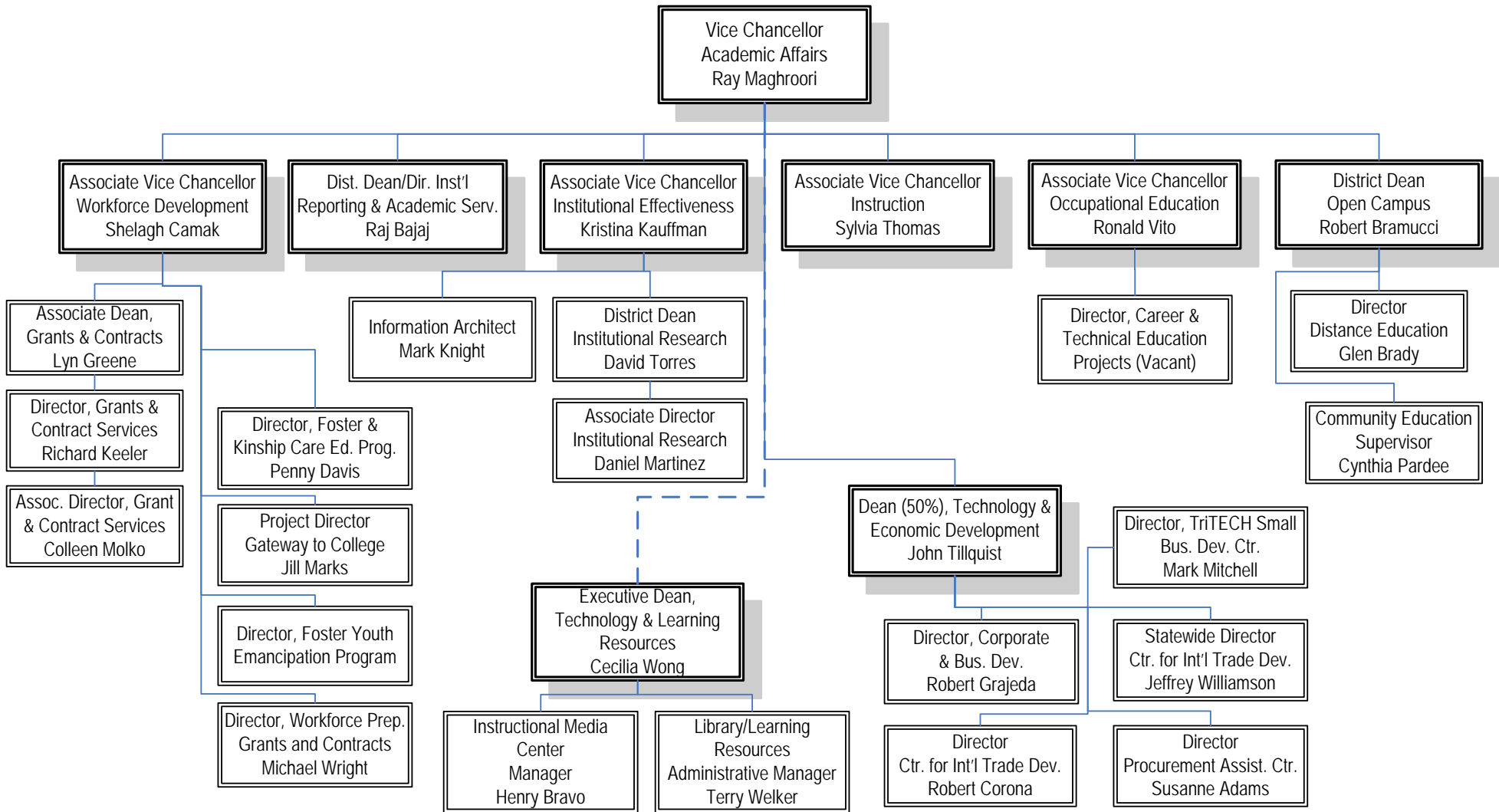
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chief of Staff



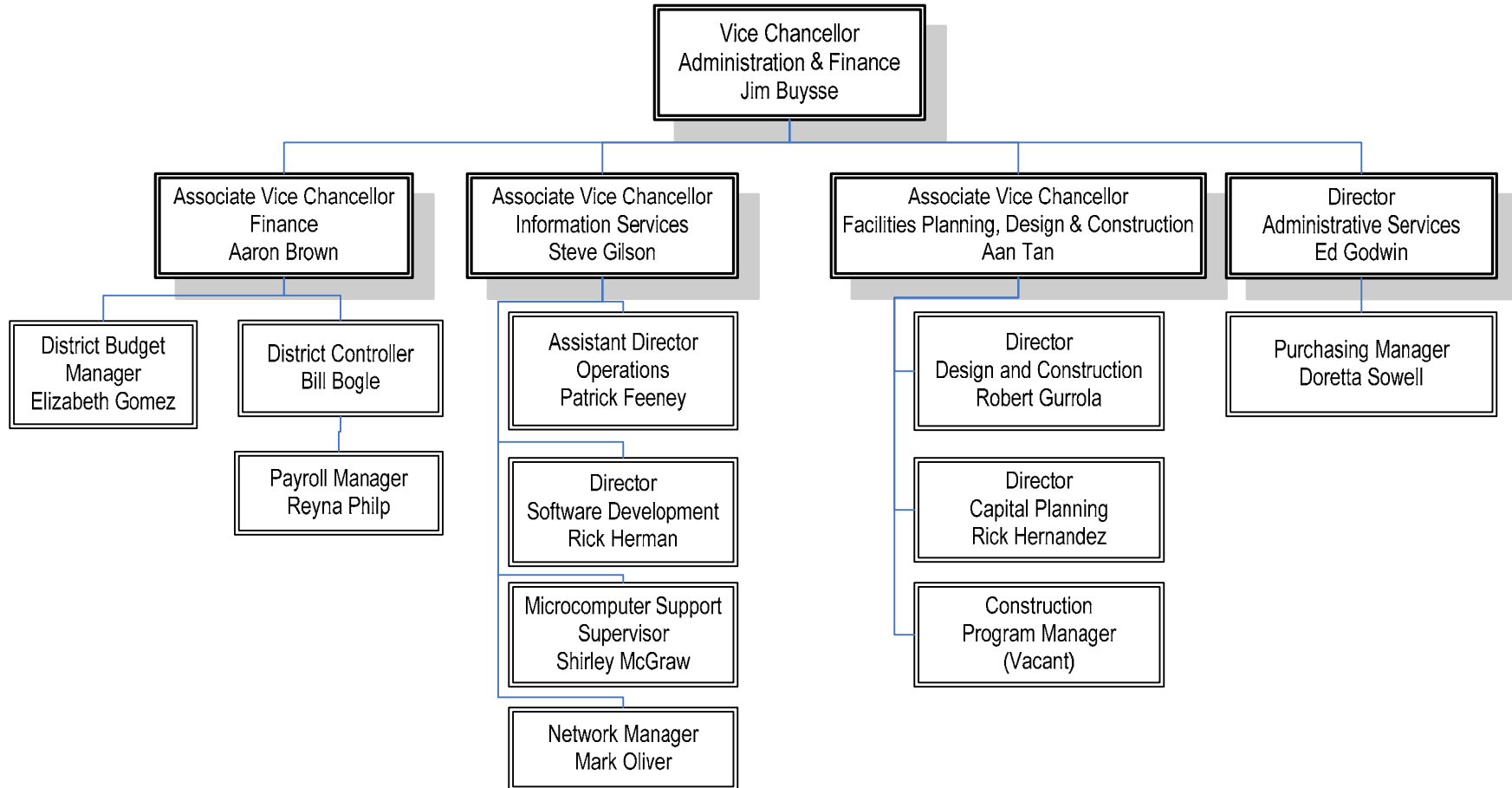
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Academic Affairs

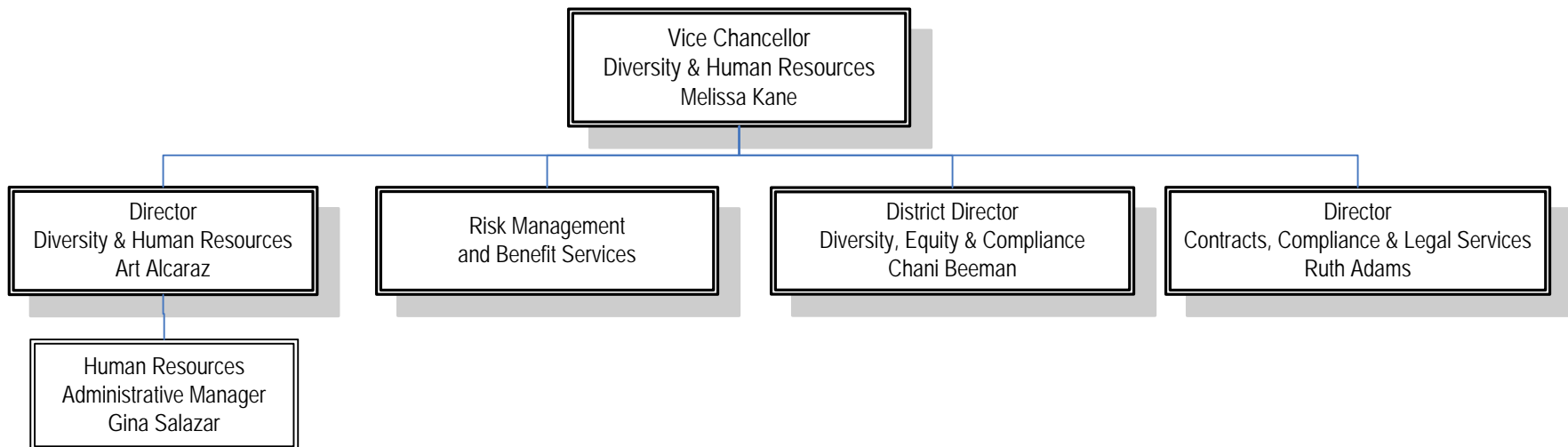


RIVERSIDE COMMUNITY COLLEGE DISTRICT

Administration & Finance

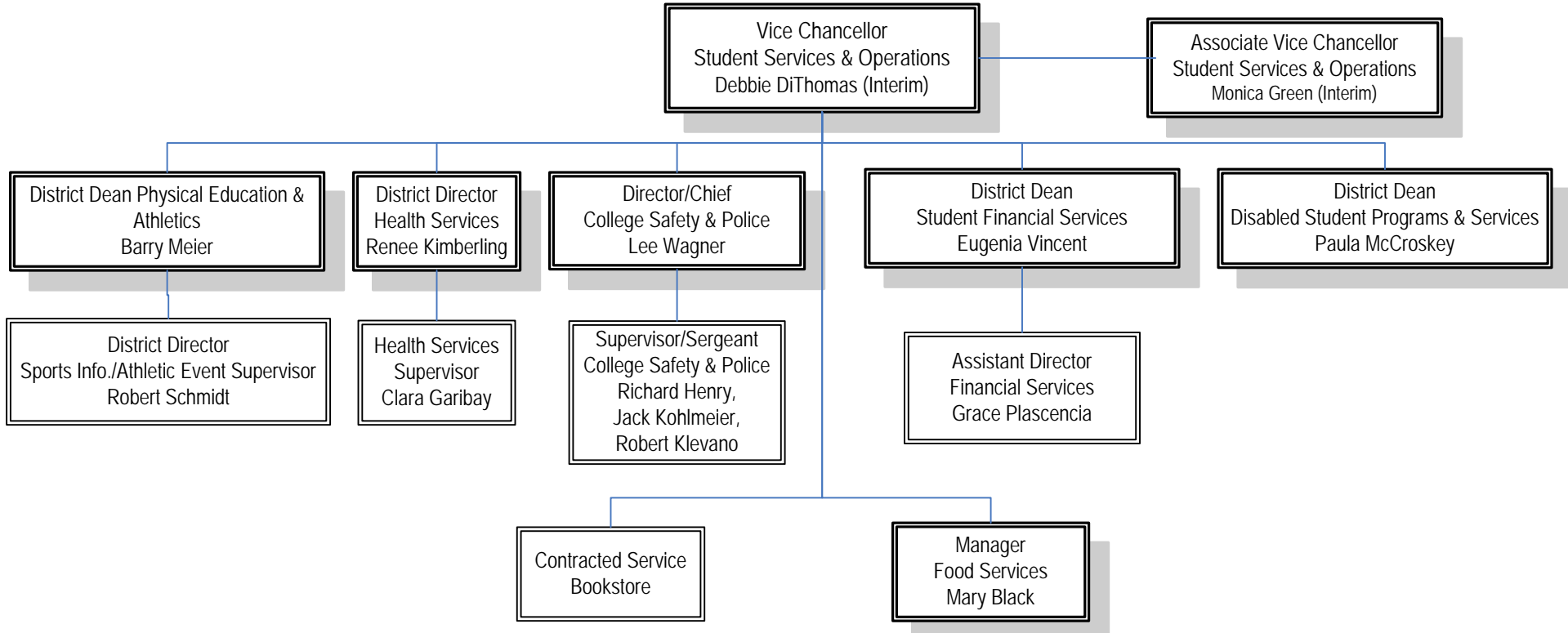


RIVERSIDE COMMUNITY COLLEGE DISTRICT Diversity & Human Resources



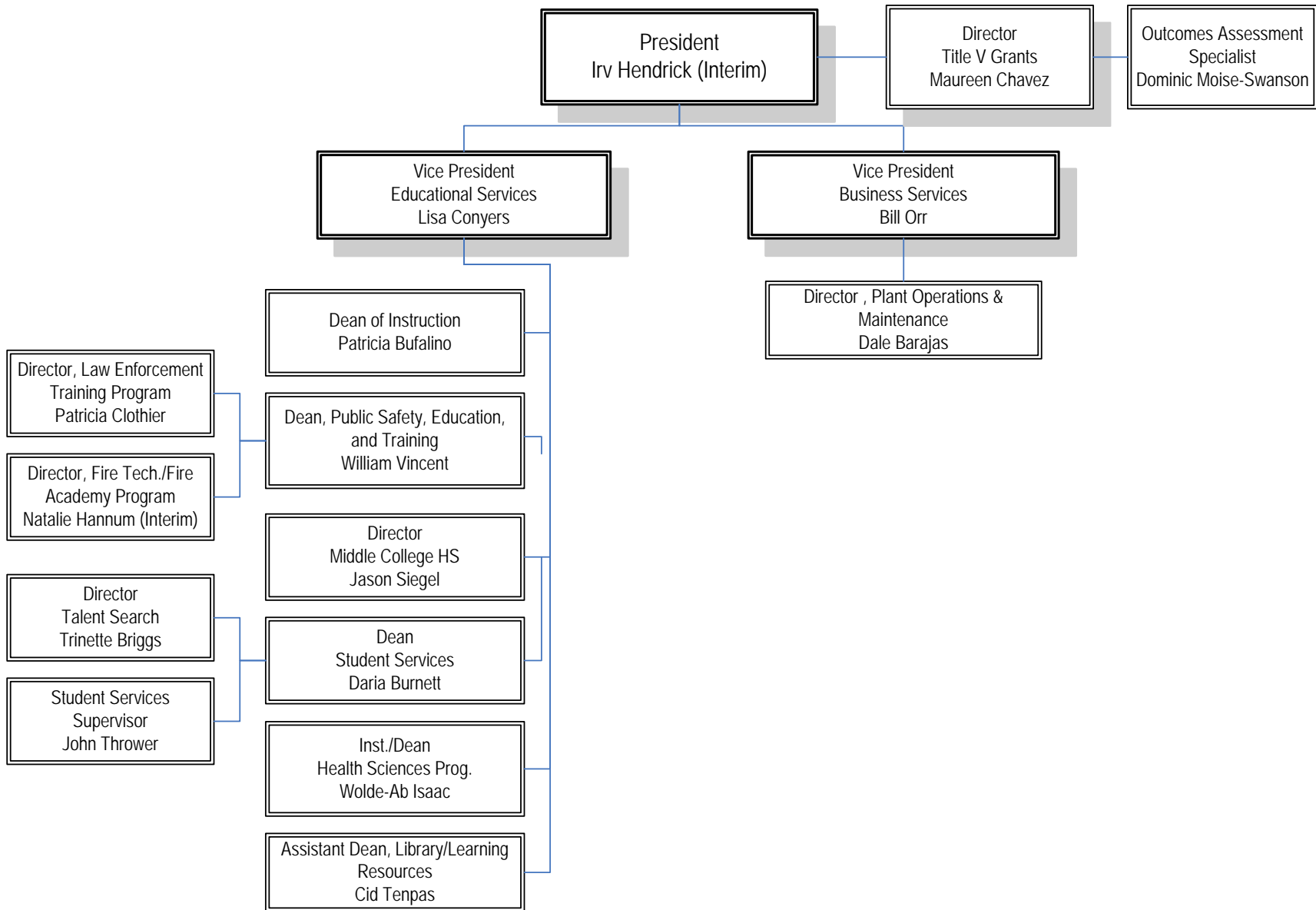
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services & Operations



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Moreno Valley Campus



DISTRICT-CAMPUS FUNCTIONS MAPS

Function #1: Academic Affairs

Function	District	Campus
1. Academic Web Services	<ul style="list-style-type: none"> • Directs web policies, practices, and procedures related to academic websites. • Manages academic web servers. • Oversees system management tasks • Assists academic departments and programs, and individual faculty in the development of websites • Researches, tests, and implements new web-based technologies. • Ensures that accessibility standards for the disabled are met (federal, state, and district levels). • Manages online accreditation materials and accreditation portal system. • Publishes district Academic Affairs information 	<ul style="list-style-type: none"> • Provides training and assistance to faculty in web development and design.
2. Assessment of Courses and Programs	<p>The District Assessment Committee, (DAC), in collaboration with the District Program Review Committee, provides training in assessment and assists instructional and non-instructional programs in the development of program-based assessment.</p>	<p>Discipline faculty on each campus create and implement appropriate course and classroom-based assessments and use the results to inform succeeding discipline program reviews as well as for improvement in student learning and instructional effectiveness.</p>
3. Child Development Centers	<ul style="list-style-type: none"> • Monitors regulations for operation of centers. • Monitors enrollments in relation to contract awards for state funding. • Maintains all records and reporting requirements for personnel, financial, grant, state and federal agencies. • Facilitate outreach/marketing plan for all centers. • Collaborates with other divisions/departments. • Facilitates supervision of all staff (management, certificated, classified) at all centers as needed by the campuses. 	<ul style="list-style-type: none"> • Provides oversight for operation of campus based center. • Refers students for service at the center. • Coordinates services for special classes of students such as CalWORKS. • Provides maintenance for physical environment. • Facilitates integration between Center and the related academic departments. • Provides direct services to students and children. • Supervises staff (management, certificated, classified) at campus center.

Function #1 (Continued)

Function	District	Campus
4. Community Services	<ul style="list-style-type: none"> • Provides a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings for residents of the District • Produces, publishes, and distributes Community Education class brochures and other program marketing pieces • Develops program offerings with broad-based appeal to District residents as well as targeting more specific needs. • Fosters partnerships with various programs and department within the District • Serves as a marketing tool for entry into college credit and non-credit programs; raises community awareness 	<ul style="list-style-type: none"> • Classes and programs offered through Community Education are made available to each college and off-site center within the District, with the goals of: • Serving the continuing education and life enrichment needs of the residents of the college community
5. Contracts, Agreements and Memoranda of Understanding (Faculty Bargaining Unit)	<p>The Agreement between the District and the Faculty Association is negotiated on behalf of the Board of Trustees by the Administration and the faculty bargaining unit for the District Faculty Association CCA/CTA/NEA. It is approved by both the Faculty Association membership and the Board of Trustees. The District:</p> <ul style="list-style-type: none"> • Conducts negotiations on successor agreements or reopens with RCCD Faculty Association • Communicates new provisions to staff. • Sunshines district proposal for contract with Faculty Association • Administers union contract • Assists in the development of MOU/ MOA as appropriate • Reviews all contracts between the District and outside entities dealing with Academic Affairs or Student Services related matters • Prepares and/or reviews and agendas Board reports for Academic Affairs and Student Services • Coordinates grievance matters through the Grievance Committee 	<ul style="list-style-type: none"> • Campus representative acts as a first contact in grievance matters.
6. Course Scheduling	<ul style="list-style-type: none"> • Sets FTES and approximate course section targets for each college • Establishes time patterns for scheduling classes • Facilitates and oversees the production of the schedule for each college • Ensures that the schedules for each of the colleges are produced in a timely manner in conformance with pre-set deadlines for submission, proofing, printing and distribution 	<ul style="list-style-type: none"> • Class schedules are developed by each department in collaboration with the Dean of Instruction or other supervising dean and the CIO on each campus. • Some disciplines collaborate to ensure that course offerings are balanced across the district • The college CIO, deans and department chairs develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner.

Function #1 (Continued)

Function	District	Campus
<p>7. Data Reporting & Enrollment Management</p>	<p><i>Reporting:</i></p> <ul style="list-style-type: none"> • Apportionment attendance report and apprenticeship attendance report four times annually. • Establishes standard procedures; obtains certification for reporting District's Full Time obligation to the state. • Standard procedures and reports to the State Chancellor's office • Efficiency measures, analysis, historical performance trends, and external influences on enrollment; projections compared to the annual budget goal • Monitors and evaluates the accountability of the District (AB1417) or standards developed by the State Chancellor's Office • Develops and maintains data repositories • Website for Institutional Data Reporting. • Institutional Data district-wide • Facilities and Planning - long range forecasting. <p><i>Compliance:</i></p> <ul style="list-style-type: none"> • Assures compliance with education code, regulations, advisories, and related publications; oversees record retention • Works with internal auditors for supporting documentation on apportionment reporting. • Evaluates work flows and works with service areas/Datatel to ensure compliance to any state-mandated changes on reporting or accountability. <p><i>Planning and Scheduling:</i></p> <ul style="list-style-type: none"> • Provides institutional data for decision support, planning, program review and assessment • Develops and maintains the district's scheduling grid and exam schedule. • Develops and maintains inventory of courses and course schedules <p><i>Operational:</i></p> <ul style="list-style-type: none"> • Leads Core Operations Task Force (COTF) to ensure dialogue between Academic Affairs, Information Services and Student Services • Collaborative decision-making for implementation of new projects or existing enhancements through COTF. 	<ul style="list-style-type: none"> • Develops goals and targets for FTES and section counts for each campus/college • Provides training sessions on the fundamental use of data for decision-making and accountability. • Develops and maintains exception reports to facilitate reasonable section setups and assignments by campus. • Provides information fill ratios and scheduling patterns to enable campus to optimize on scheduling and room utilizations • Provides data support to campus Title V coordinator to facilitate surveys and assists the campus with accountability of the program. • Assists each campus/college in enrollment management.

Function #1 (Continued)

Function	District	Campus
8. Economic Development	<ul style="list-style-type: none"> • Provides business development services including one-on-one business counseling, workshops, conferences, and workforce, organizational, and management training. All are focused on community business development, from internationalization to manufacturing to high technology business services. <p>Includes:</p> <ul style="list-style-type: none"> • Center for International Trade Development, Center for Advanced Competitive Technologies, CITD Statewide Director, Customized Solutions, Procurement Assistance Center, TriTech Small Business Development Center <p>OED activities include:</p> <ul style="list-style-type: none"> • Liaison with district credit and non-credit sites as well as with community colleges statewide. • Training programs for local economic and business development needs; new markets to meet industry needs. • Working partnerships with community civic leaders, businesses, and economic development groups. Strategic planning and system building for community business and economic development. • Resource for district and statewide community college system for training, planning, and implementation needs. • Business development services by contract. • No-cost business consulting and low-cost training for existing small businesses and future entrepreneurs. • Assists businesses and entrepreneurs to commercialize new technologies, develop products and services, and to identify capital and knowledge resources • Reviews and revises as necessary existing programs; work with Technical Advisory Committees. • Assists business firms to market their goods and services to federal, state and local government agencies and prime contractors. • Liaison with community businesses and state officials to develop, expand, refine, and implement academic curriculum. <p>Financial and manpower resources to support and expand academic programs</p>	

Function #1 (Continued)

Function	District	Campus
9. Institutional Effectiveness	<ul style="list-style-type: none"> • Facilitates the assessment of student learning outcomes throughout the district in coordination with the District Assessment Committee. • Facilitates accreditation self-study: <ul style="list-style-type: none"> ▪ Coordinating district contributions ▪ Compiling evidence ▪ Providing training for campus based self-studies <p>Oversight and coordination of:</p> <ul style="list-style-type: none"> • Faculty, program, discipline and department websites • Improvement of instruction and tenure review processes for faculty. • The work of the Office of Institutional Research • Program review process in coordination with the District Program Review Committee. • District wide strategic planning activities and committees 	<ul style="list-style-type: none"> • Discipline, course and classroom based assessment plans. • Campus/college accreditation self-study. • Utilizes program review documents in planning processes. • Provides input into faculty, program, discipline and department websites. • Improvement of instruction and tenure review processes for faculty.
<i>Faculty Development Activities</i>	<ul style="list-style-type: none"> • District-wide professional and organizational development for faculty in collaboration with the campus Faculty Development Coordinators • District orientation for new faculty • Maintenance, creation of 4faculty.org (hosted by RCCD Office of Institutional Effectiveness for colleges nationwide) 	<ul style="list-style-type: none"> • Provides professional development opportunities for faculty through the activities of the Faculty Development Coordinators and the Faculty Development Committee • Provides new faculty campus orientation and adjunct orientation.
<i>Planning</i>	<ul style="list-style-type: none"> • Program Review as the foundation for strategic planning: includes a review of curriculum, staffing, resource needs and changes impacting "units." • Discipline and unit planning: district or college/campus based. • PR submits recommendations from campus strategic planning committees to district-level planning groups charged with ensuring adherence to established planning principles: <ul style="list-style-type: none"> ▪ District Academic Planning Council ▪ District Strategic Planning Committee ▪ Executive Cabinet • Brings planning recommendations to the Board of Trustees for review and approval. 	<ul style="list-style-type: none"> • Program Review includes a campus-based component that links resource needs to campus structures through the three committees: <ul style="list-style-type: none"> ▪ Campus Academic Planning Council ▪ Campus Strategic Planning Committee ▪ Campus Strategic Planning Subcommittees

Function #1 (Continued)

Function	District	Campus
<i>Planning, cont.</i>	<ul style="list-style-type: none"> • With OIR, provides external and internal environmental scanning information for planning. • Creates and updates the District Academic Master Plan, Technology Plan, Facilities Plans and other special plans as needed. • Facilitates development of campus master plans. • Develops district-wide strategic initiatives in collaboration with the campuses. 	<ul style="list-style-type: none"> • Campus Strategic Planning Committees include faculty, students, staff, and local administrators with subcommittees led by faculty and staff co-chairs: <ul style="list-style-type: none"> ▪ Financial Resources ▪ Human Resources ▪ Instructional Programs ▪ Institutional Mission and Effectiveness ▪ Library and Learning Support ▪ Physical Resources ▪ Student Support Services ▪ Technology ▪ Leadership & Governance • Campus creates Educational Master Plan which includes academic, student services and facilities components. • Campus responds to and develops localized strategic initiatives.
<i>Program Review</i>	<ul style="list-style-type: none"> • Each discipline in the District prepares a Comprehensive Program Review, at least every four years, addressing each mission and curriculum in addition to related topics • Each non-instructional District entity (e.g., Diversity & Human Resources, Financial Services), prepares a comprehensive program 	<ul style="list-style-type: none"> • Each discipline prepares an Annual Program Review update which addresses resource needs and assessment activities for individual colleges. This document provides the basis for department planning, strategic planning and budget development and informs the direction of the college's educational master plan.
10. Institutional Research	<ul style="list-style-type: none"> • Institutional research for campuses and district; specialized data sets as needed. • Publication of statistical studies (such as enrollment trends, graduation and persistence rates) to assist in district policy and program planning and development. • Research studies to meet district, campus/college, departmental, community, grant and state/federally mandated requirements. • Assists faculty, staff and other individuals with all aspects of research activities. • Coordinates college and district data collection requests from outside agencies. • Labor market analysis for occupational education, workforce development and economic development. • Matriculation-based research, including validation of assessment test course placement instruments • Administers surveys to students, staff and community members. • Develops and maintains outside data sources (NSC, CalPass). • Research for program review, including productivity measures, course/program student success data, student demographics, etc. 	<ul style="list-style-type: none"> • Administers surveys of students, staff, faculty and administration. • Identifies and assists in gathering and preparing of campus-specific research. • Conducts research to support college program needs, such as program monitoring and evaluation. • Assists in data gathering for research. • Reviews report drafts, disseminates research findings, and uses research results in planning and decision making. • Uses "research protocol" for requesting permission to conduct research for non-college-specific purposes.

Function #1 (Continued)

Function	District	Campus
11. Library	<ul style="list-style-type: none"> • Updates the Library's automated systems and trains necessary personnel. • Receives, catalogues, and processes books and media. • Establishes a consistent circulation policy. 	<ul style="list-style-type: none"> • Checks in and out library materials and other resources, collects overdue fines and replacement moneys, releases holds on student records. • Answers reference and directional questions, provides reference workshops and orientations, provides guidance in the use of electronic, web-based and print resources. • Develops, maintains, and weeds the collection according to the specialties and programs of the campus. • Provides study rooms. • Provides access to library resources, and library specific information on website. • Conducts outreach to various campus agencies, divisions, and departments, as well as to community organizations.
12. Occupational Education	<p>Provides leadership, oversight and assistance to many aspects of the college. These include:</p> <ul style="list-style-type: none"> • Assists faculty in understanding and utilizing the RCCD Process and Approval of New or Substantially Changed Programs. • Assists faculty in securing program approvals through the State Chancellor's Office. • Administration and oversight of VTEA IB, IC and State Leadership grants. • Liaison between RCCD and State Chancellors Career Technical Education division. • Leadership to department for the development and maintenance of occupational education programs. • Supervision of work experience programs. • Oversight of Production Printing and Graphics Center. • .LEA for Region 9 State Leadership grant. • Responsible for all operations of the Rubidoux Annex. 	<ul style="list-style-type: none"> • Calls and facilitates educational occupational education advisory meetings. • Seeks and maintains required programmatic accreditation. • Provides administrative representation to district Career Technical Education Council.
13. Open Campus (Distance Education)	<ul style="list-style-type: none"> • Supports District infrastructure allowing for delivery of technology-mediated classes including: <ul style="list-style-type: none"> ◆ Servers ◆ Application Service Providers ◆ Student information system integration ◆ Reporting for RCC administration, the state Chancellor's office, national organizations, and other constituencies. ◆ Software licenses for technology-mediated instruction 	

Function #1 (Continued)

Function	District	Campus
(13) Open Campus (Distance Education)	Responsible for technology-mediated instruction, faculty technology training and community education. <i>Technology-Mediated Instruction</i> <ul style="list-style-type: none"> ◆ Online, ◆ Hybrid ◆ Web-Enhanced ◆ Telecourse,, Teleweb <i>Faculty Technology Training</i> <ul style="list-style-type: none"> ◆ Operation of Faculty Innovation Center (FIC) ◆ One-on-one training ◆ FLEX workshops ◆ Hybrid Academies 	<ul style="list-style-type: none"> ◆ Center for Faculty Development will offer technology training and workshops on campus.
14. Policies, Procedures, Ed Code and Title 5 Regulations	<ul style="list-style-type: none"> • Oversees and coordinates revision and development of board policies (BP), administrative regulations (AR) related to academic matters in consultation with the Academic Senate. • Liaison to Executive (Chancellor's) Cabinet and Board Committees for BPs and ARs; prepares board docket items related to new or revised BPs • Liaison with Human Resources for use of CCLC policy subscription service, for consultation and updated legal recommendations. • Maintains BP and AR links to Academic Affairs manuals on the Internet and on Intranet. Explanations of policies and procedures as needed • Communicates BP and AR changes and updates to faculty and staff. • Ensures compliance with Ed Code and Title 5 Regulations • Establishes (in consultation with the Academic Senate) procedures and processes for matters related to Academic Affairs such as curriculum approval and new program development 	<ul style="list-style-type: none"> • Policies impacting the educational mission are reviewed and recommended for approval by the campus Academic Senate.
15. Program and Course Development	<ul style="list-style-type: none"> • District Curriculum Committee ensures that the Board Policy of one curriculum, one student contract is maintained, ensuring that course outlines of record are the same at all three colleges. • District Academic Planning Council and District Strategic Planning Committees recommend programs for approval by the Board of Trustees. • The district provides supporting research necessary to develop new programs such as labor market analysis and community demographics. • Maintains and updates the District's course and program inventory • Updates master course information in administrative system • Oversees and facilitates the annual update, production and distribution of the Catalog. 	<ul style="list-style-type: none"> • New programs are proposed to the campus Strategic Planning Committee. • Faculty initiate each new course and program through the Curriculum Committee and district-wide course/program approval processes.

Function #1 (Continued)

Function	District	Campus
16. Workforce Prep	<ul style="list-style-type: none"> • Develops and delivers programs and services to specific learner populations. Works in partnership with education, business and industry to align college program and development with regional workforce needs. • Coordinates and manages the following career education and workforce development programs and services: <ul style="list-style-type: none"> ▪ CalWORKs Program ▪ TANF-Child Development Careers Program ▪ Independent Living Program (ILP) & Foster/Kinship Care Education (FKCE) Program ▪ Workforce Preparation Skills ▪ Riverside County Emancipation Services ▪ Gateway to College Early College High • Represents District on local, regional and state workforce prep committees. • Maintains liaison with state workforce prep agencies as well with other community colleges. 	<ul style="list-style-type: none"> • Facilitates delivery of services and provides program feedback.

Function #2: Administration and Finance

Function	District	Campus
1. Accounting Services	<ul style="list-style-type: none"> • Interaction with program directors, federal, state and local program agencies and external auditors on compliance and audit issues. • Internal reports for the Board of Trustees and other district users. • Quarterly and annual financial reports to the State Chancellor's Office and Riverside County Office of Education. • Comprehensive Annual Financial Report • Reconciliation procedures for district activities with Riverside County Office of Education and all district bank accounts. • Maintenance of Chart of Accounts, general subsidiary ledgers special journals. • Receipt and allocation of district revenues from local, state and federal sources. • Budget processing, monitoring of expenditures for compliance, special project reports • Processing of payments by students and employees; payment authorization to outside parties after verification of service/work received • Student financial aid transcripts, records, and disbursements • Manages and collects grant over-awards. • Maintenance of moveable equipment inventory (fixed assets), upgrades, tagging, deletions and transfers of equipment. • Inventory reports and reconciliation • Public auctions of surplus property • Maintenance of district records; delivery and return of records to storage 	
2. Accounts Payable	<ul style="list-style-type: none"> • Payment processing of general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices. • Oversight of accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements. • Payments to students, tuition refunds, stipends, other reimbursements. • Interpretation and information on district, state and federal regulations re: accounts payable functions. • Implementation of new district policies and procedures • Timely and accurate payment to vendors; response to inquiries; preparation of vendor 1099s • Oversight of payment schedules, satisfactory credit ratings, interest expense and/or late payment penalties 	

Function #2 (Continued)

Function	District	Campus
(2) Accounts Payable	<ul style="list-style-type: none"> • Maintenance and archiving of vendor records /files in accordance with county, local and state requirements and IRS regulations. • Preparation of schedules, documentation and files to internal/ external auditors. • Coordination of accounts payables with Purchasing and Budget Control departments and the Riverside County Office of Education 	
3. Audit Compliance	<p>Independent review, assessment and constructive feedback regarding operations throughout the district. Internal auditor provides the district with a backup to various fiscal functions including:</p> <ul style="list-style-type: none"> • accounting research and budget analysis • bond issuance • accounting and managerial function • compliance with written policies/procedures, plans, laws, regulations which impact operations • investigation of waste and fraud and detection measures • evaluation of district financial activity • custody of evidence responsibility • Review of reliability and integrity of financial and operating information analysis of means of safeguarding assets • Appraisal of economy and efficiency in use of resources are employed recommendations for appropriate use • Review of program operations for achievement of stated goals and objectives • Reports prepared for the Board of Trustees on a quarterly basis 	<ul style="list-style-type: none"> • Provides access to all college activities, records, property and personnel. • Develops, implements and monitors corrective action plan based on audit recommendations.
4. Auxiliary Services/Cashiers' Offices	<ul style="list-style-type: none"> • Internal controls and fraud prevention systems for cashiering locations • Maintenance of a secure location • Returned check collection for all district funds • Disbursement of reimbursement checks for travel, supplies, etc.. for ASRCC and Foundation functions • Disbursement of payroll checks not handled by direct deposit 	
5. Budget	<ul style="list-style-type: none"> • Coordination of annual budgetary process (establishes expenditure levels based on expected revenues; revision of budget; monthly financial budget comparison reports) • Bond projects coordination and reporting on bonds to BOT and Bond Oversight Committee • Coordination of final attendance enrollment reports to the Chancellor's Office 	<ul style="list-style-type: none"> • Allocation of discretionary funds to departments, disciplines and programs. • Submission of annual campus budget request to district. • Participation in Budget Bunch and resource allocation processes.

Function #2 (Continued)

Function	District	Campus
(5) Budget	<ul style="list-style-type: none"> • Compliance with external reporting requirements • Preparation of information for the Budget Bunch; coordination of meetings to review budget requests • Monitoring of cash balances to assure liquidity; responsible for monthly cash flow of general fund 	
6. Facilities Maintenance	<ul style="list-style-type: none"> • Coordination of facilities operation for District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers. • Technical expertise or assistance to campuses on an as-needed basis 	<ul style="list-style-type: none"> • Each college and off-site center has ongoing and direct responsibility for maintenance and operation of its facilities
7. Facilities Planning	<ul style="list-style-type: none"> • Oversight and coordination, technical assistance and support for planning of all major capital outlay projects within the district, including implementation of the district's Measure "C" local Bond. • Development of the district's Five Year Construction Plan • Facility planning expertise provided to campuses • Screening and hiring recommendations for architects, engineers, space planners, and environmental consultants. • Research on facilities planning issues; input to constituent groups regarding long term needs of students and modern educational delivery systems. • Liaison with state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review. <p>Responsibility for:</p> <ul style="list-style-type: none"> • architectural standards for facility development; • leases of property and facilities. • coordination and implementation of major construction and renovation projects. • long-range planning to maximize efficient use of facilities for all district sites. • all documentation relating to district facilities. (blueprints, construction documents; work standards for future architects and engineers) • Maintenance, management and upgrade of building automation systems. Systems designed and installed to provide support while maximizing efficient use of energy. • Application for, maintenance of all operational permits required by state, local or national codes/regulations. • Definition of scope of work and development of budget for scheduled Maintenance and Hazardous Materials and Facility <i>Cont.</i> 	<ul style="list-style-type: none"> • Works collaboratively to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific projects. • Serves as liaison for the district to campus committees dealing with facility planning and development. • Facilitates input and preparation of the campus's Facility Master Plan (slated for completion in 2006). • Provides technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community. • Develops and tests disaster preparedness plans (i.e., fire drills)

Function #2 (Continued)

Function	District	Campus
(7) Facilities Planning	<ul style="list-style-type: none"> • Modification projects • Development, updates of building and construction specifications; monitoring of facility standards for new construction and remodel projects • Technical assistance to the district related to building maintenance, grounds and custodial service 	
8. Grounds		Repairs and maintains landscaping in addition to athletic fields (plants, trees, irrigation systems and internal roadways).
9. Information Services	Provides: <ul style="list-style-type: none"> • Network for inter- and intra- campus networks; institutional access to Internet and World Wide Web. • Comprehensive administrative system for recording, storing and reporting on data for student, financial, academic and administrative transactions. • Centralized internal telephone system • Development, deployment and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other district resources • Leadership and assistance in planning technology for new buildings, offsite learning centers and other District projects. 	
<i>Administrative Systems</i>	Responsibility for: <ul style="list-style-type: none"> • Implementation and support of Datatel administrative system suite (Colleague and Benefactor) and related software packages • WebAdvisor for web-based student and faculty services • Planning/support solutions for ancillary administrative functions such as document scanning systems, directory services (LDAP), forms and workflows, electronic signatures, account creation and portal software solutions. • Student email services 	
<i>Data Center Operations</i>	<ul style="list-style-type: none"> • Maintenance of application server farm, data storage farm, data processing operations; forms used by Academic Affairs, Student Services, HR and Accounting 	
<i>District Help Desk</i>	<ul style="list-style-type: none"> • Provides central system for incoming help desk requests and distributing work assignments as appropriate including desktop/laptop support; open campus assistance requests; network support; e-mail problems; campus lab support; WebAdvisor; wireless access 	

Function #2 (Continued)

Function	District	Campus
<i>Microcomputer Support</i>	<ul style="list-style-type: none"> • Service and installation of desktop and laptop computers throughout the district 	<ul style="list-style-type: none"> • Classroom and lab technical support • Faculty workstation support
<i>Network Administration</i>	Responsibility for providing: <ul style="list-style-type: none"> • District-wide Cisco-based Gigabyte Ethernet (CENICWork) Network services to all District offices and off-site locations • Free wireless Internet service to registered student, staff or faculty member in District • Centralized security and intrusion detection, anti-spam filtering, network monitoring Enterprise level solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs.	<ul style="list-style-type: none"> • Upon accreditation the college will be directly connected to the Internet via the CENIC organization. • Network Operation Center to be built in 2007
<i>Telephone Group</i>	Responsibility for: <ul style="list-style-type: none"> • Centralized telephone system for the District • Purchase of outbound circuit connectivity for local and long distance calling for district • Contracts for District cell phones and Blackberry server • Account reconciliation with all vendors • Planning, construction and maintenance of the District cable plant and related infrastructure 	
10. Payroll	Responsibility for: <ul style="list-style-type: none"> • Classified and academic payroll, including retroactive and adjustment payment; analysis of payroll documents to ensure proper payment to employees • Continued liaison with Riverside County for changes, additions, deletions and rates of pay • Audits and reconciles with county payroll reports • Records and maintenance of employee deductions, sick leave and vacation accrual; W-2 forms; employee benefits payments • Compliance with federal, state, and district rules and regulations • Audits and reconciles annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc. 	<ul style="list-style-type: none"> • Maintains attendance and other reports and submits to Payroll.
11. Purchasing	Responsibility for: <ul style="list-style-type: none"> • Compliance with federal, state, district rules and regulations. • Procurement of merchandise and services required by district • Competitive quotation / bid process; cooperative purchasing 	

Function #2 (Continued)

Function	District	Campus
(11) Purchasing	<ul style="list-style-type: none"> • Awards of bids for service contracts, equipment and supplies. • Maintenance of contractor insurance and bonding certificates. • Maintenance of database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities. • Execution of service contracts; services for centralized maintenance agreements • Training for the online requisitioning system. • Maintenance of Record Retention & Destruction Board Policy 	
12. Risk Management	<p>Oversight of:</p> <ul style="list-style-type: none"> • District's workers' compensation; liaison between insurance provider/district/employee; legal decisions with assistance of Vice Chancellor and legal counsel • District's property/liability insurance program. Evaluation and purchase of necessary insurance coverage for district • Processing and administering claims filed against the district • Liaison between district and legal counsel • Certificates of insurance for district functions and outside vendors • Insurance premiums <p>Compliance with Cal/OSHA regulations</p> <p>Assistance and consultation on safety and loss control issues</p> <p>Responsibility for:</p> <ul style="list-style-type: none"> • Processing request for DMV records, approving District drivers • Investigation, processing and replacement of lost or stolen district owned items • Data collection /reporting for Cal-OSHA;Self-Insurers report 	<ul style="list-style-type: none"> • Represents the campus's needs and interests in academic and support issues (extra liability in paramedic, physician assistant, etc.)
13. Warehouse	<ul style="list-style-type: none"> • Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders • Delivery of surplus property from storage site to requestor 	<ul style="list-style-type: none"> • Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders

Function #3: Chancellor's Office

Function	District	Campus
1. Administrative Support Center (formerly Communications Center)	<ul style="list-style-type: none"> Prints and photocopies materials that support instructional and other organizational communication goals. Services including word processing, copy editing, binding, and presentation production; service of electronic requests 	<ul style="list-style-type: none"> Prints and photocopies materials that support instruction and services.
2. Foundation	<ul style="list-style-type: none"> College fundraising activities in close collaboration with community relations Comprehensive program of educational philanthropy for the college; staff support to a volunteer board of directors Fundraising activities to generate revenue for specific college needs including scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fundraising opportunities Funds for scholarships and other program needs Monitoring of foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations 	<ul style="list-style-type: none"> Collaborates with district and greater community on fundraising activities Generates interest and support on campus for scholarship recognition
3. Governmental Relations	<ul style="list-style-type: none"> Strategies to secure funding or legislation in support of the institution's mission and programs Implementation of comprehensive governmental relations program that meets the needs of the District Liaisons and partnerships with private and public organizations at the federal, state and local levels Development of alternative sources of funding for programs 	<ul style="list-style-type: none"> Provides information about the impact of proposed legislation on operations/students.
4. Grants & Contracts	<ul style="list-style-type: none"> Support for District acquisition and management of external resources External resources development assistance including resource development and analysis for District initiatives Compliance with external resources (excluding categorical programs) by providing consultation and training services to District personnel Technical assistance related to external resources and contracts to District personnel 	<ul style="list-style-type: none"> Responds to grant RFP's Maintains grant budgets and complies with grant required reporting
5. Mailroom	<ul style="list-style-type: none"> Mail services (sorting, distribution) to all District sites; delivery of mail to post office 	<ul style="list-style-type: none"> Prepares mail for delivery to post office. Sorts incoming campus and US mail/packages; distributes to departments and staff/faculty mailboxes. Posts workplace regulations and reporting mechanisms.

Function #3 (Continued)

Function	District	Campus
5. Mailroom (cont)		<ul style="list-style-type: none"> Sends and receives fax correspondence. Maintains department and faculty mailboxes.
6. Public Affairs		
<i>Public Affairs & Community Relations</i>	<ul style="list-style-type: none"> Internal and external communications related to District educational programs and initiatives. Community relations efforts with various external constituencies. Strategic communications programs to cultivate support for the District and campuses, including participation in community events, production of print and electronic communications material, and service on select community and business committees. Capacity-building initiatives that increase community ability to take advantage of college programs. Development and maintenance of programs that generate community goodwill and financial support for the district. 	<ul style="list-style-type: none"> Represents and interprets instructional and support programs to the general public.
<i>Marketing</i>	<ul style="list-style-type: none"> Communication with current and potential students through publications, websites, electronic media, and other methods. Assistance to campuses, centers and programs with marketing/promoting their educational offerings and services Market analysis and marketing strategies in association with the development of new academic programs and initiatives. Implementation of comprehensive enrollment marketing strategies and programs. 	<ul style="list-style-type: none"> Proposes marketing strategies and materials to promote programs and opportunities.
<i>Media Relations</i>	<ul style="list-style-type: none"> Media relations re: college related topics; communication between college staff and faculty. Production of media releases, features and editorials, as needed, in all media. Official college spokesperson in all matters, in consultation with senior administration. 	<ul style="list-style-type: none"> Interfaces with print and broadcast media, in collaboration with the district office. Pitches stories, in collaboration with the district office, to the media to generate coverage of specific campus programs, events, and other news Facilitates more effective communication with outside information sources.

Function #3 (Continued)

Function	District	Campus
<i>Publications</i>	<ul style="list-style-type: none"> • Development of collateral material in support of marketing and communications efforts. • Advertising and marketing project design for placement in print and electronic media (with Graphics Technology) • Project organization for instructional, informational, public relations and marketing purposes. 	<ul style="list-style-type: none"> • Proposes the development and production of publications and collateral materials in support of the campus mission and programs.
<i>Website (District and Campuses)</i>	<ul style="list-style-type: none"> • Maintenance of website infrastructure for the District and campuses, including administrative information, course offerings, college publications and announcements • Website development (in collaboration with information architect) for disciplines, departments and faculty • Publication of e-mail newsletters • Web services for public and internal utilization, • Identification of new technologies to support the growth of the district 	<ul style="list-style-type: none"> • Develops, and maintains currency of, content for web publication. • Proposes marketing efforts to promote programs and activities.
7. Sports Information	<ul style="list-style-type: none"> • Information regarding campus athletic programs to promote interest in their academic offerings. • Interaction with athletic department administrators to effectively deliver sports information 	

Function #4: Governance

Function	District	Campus
1. Academic Senates	<ul style="list-style-type: none"> • Input to the Chancellor on professional and academic policy matters. • Advice to the Board of Trustees on professional and academic policy matters. • Recommendation of step and column increases and sabbatical leave. • District faculty representation on the state academic senate <p>Coordination of:</p> <ul style="list-style-type: none"> • Campus curriculum committees • District-wide instructional assessment • District-wide discipline program review • Campus academic standards committees. • Faculty participation in state academic senate conferences. • Faculty appointments to equivalency committees. • Faculty appointments to hiring, district, and local committees. 	<ul style="list-style-type: none"> • Develops local procedures related to professional and academic matters. • Provides input to the Chancellor on professional and academic policy matters. • Advises the Board of Trustees on professional and academic policy matters. • Reviews and approves curriculum related to the campus. • Makes recommendations related to academic standards. • Collaborates with bargaining unit with regard to calendar, and policies related to hiring, leave and evaluation. • Appoints faculty to equivalency committees. • Appoints faculty to hiring, district, and local committees. • Represents district faculty to the state academic senate. • Has authority over faculty roles and involvement in accreditation processes.
2. Associated Student Governments a. ASRCCD b. ASRCC, Riverside Campus c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus	<p>ASRCCD has responsibility for:</p> <ul style="list-style-type: none"> • Input to the Chancellor and Board of Trustees and addresses questions re: governance, student issues and concerns, student legislation, activities and events on a District-wide level. • Budget for District-wide operations; review and approval of budgets of all three campuses • Legislation affecting students within the District • Student Trustee Elections process in all three • Organization and coordination of District-wide events (e.g., Homecoming) • Development of leadership opportunities through District wide retreats, orientations, workshops • Interaction with student governing bodies at Norco, Riverside, and Moreno Valley to develop and sustain effective communication channels • Interaction with Student Trustee in maintaining and improving communication channels with the Board of Trustees, the Chancellor, and District administrators. • Assisting the Student Trustee in representing the entire district student body in the governance process. • Student participation in the governance process and in multicultural events throughout the District 	<ul style="list-style-type: none"> • Through the Senate and the Executive Board, provides input into planning and the development of local procedures related to student government and activities, participates in the local governance process, and represents its respective student body. <p>The student government organization:</p> <ul style="list-style-type: none"> • Coordinates programs and events for a diverse student body. • Institutes a variety of programming for students focusing on social, intellectual, and emotional development. • Provides funding and support to student clubs and organizations through the Inter Club Council. • Provides an environment through which students can make recommendations to improve the college student experience. • Oversees, in conjunction with the District Judicial Board, the election process. • Maintains accurate records of all meetings and budgetary transactions • Develops and maintains informational publications for the student body, faculty, and staff. • Develops and maintains line item budget for operational purposes as prescribed and allocated by the ASRCCD each academic year.

Function #4 (Continued)

Function	District	College
<p>(2) Associated Student Governments</p> <ul style="list-style-type: none"> a. ASRCCD b. ASRCC, Riverside Campus c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus 	<ul style="list-style-type: none"> • Resolutions and conflict-resolution on a District-wide level between student governing bodies and student leaders • Maintenance of accurate records of meetings and all budgetary transactions Publications informing students of campus activities, news, and student-related issues 	<ul style="list-style-type: none"> • Holds publicly elected and appointed student officers accountable according to the by-laws of the student government. • Initiates, approves, and implements any amendments to campus by-laws and in accordance with the Election Code. • Initiates and supports legislation affecting the student population of the campus. • Passes resolutions and engages in conflict resolution between all committees and boards within the student government. • Empowers students to be proactive regarding student concerns and causes. • Develops student leadership opportunities through retreats, conferences and workshops. • Provides resources for club advisors to oversee effectively the campus organizations. • Works closely with the ASRCCD and the Student Trustee to ensure that the campus is effectively represented on the governance level. • Creates learning environments that allow students to implement theories learned in the classroom and develop skills that can be transferred well into their professional and community endeavors. • Protects the rights of assembly and freedom of speech for all students regardless of age, race, sex, political views, sexual orientation, religious affiliation or not, gender, physical ability, and ethnicity. • Works closely with faculty to develop and implement academically oriented co-curricular programs and activities. • Participates in the strategic planning process through membership on the Moreno Valley Strategic Planning Committee and its sub-committees.
<p>3. Board of Trustees</p>	<ul style="list-style-type: none"> • Reflects the public interest in Board activities and decisions. • Establishes structure and policies related to governance of the district. • Selects the Chancellor and establishes a policy for evaluation • Ultimate responsibility for educational quality, legal matters, and financial integrity of RCCD • Establishes policies consistent with District mission statement to ensure quality, integrity and improvement of student learning programs and services. 	

Function #5: Human Resources

Function	District	Campus
1. Benefits	<ul style="list-style-type: none"> • Liaison between employees, broker, and insurance carrier regarding insurance related problems <p>Responsibility for:</p> <ul style="list-style-type: none"> • Contract management and negotiation with benefit providers • Providing information on benefit provisions to employees • Employee documentation and assistance pertaining to employee and retiree health and welfare benefits • Pro-rated premiums for payroll deduction • Employee benefit files maintenance • Responsible for insuring compliance with federal COBRA/HIPAA regulations • Compiling data for annual Medicare report • Compliance of Section 125 plan health care and dependent day care accounts with current IRS regulations • Checking consistency of insurance providers' certificates of insurance with carrier contracts 	
2. Classification, Grading, and Pay	<ul style="list-style-type: none"> • Maintenance of salary schedules; Notices of Employment in compliance with Education Code; employee job descriptions • Job classification of new positions; processing of job reclassifications. 	
3. Contracts, Compliance and Legal Services		
<i>Policy matters</i>	<ul style="list-style-type: none"> • Responsible for the development, review and revision of District policies and procedures 	
<i>Legal Services</i>	<ul style="list-style-type: none"> • Assistance to Human Resources on personnel matters • Assistance to administration in coordinating District's legal affairs, including civil litigation, administrative hearings, business negotiations • Advice to Vice Chancellor, Human Resources, relating to EEO, Sexual Harassment and Discrimination and District responsibilities • In-service training for personnel regarding legal issues, new legislation, court decisions and trends • Liaison with District General Counsel in drafting documents, resolutions and other legal instruments • Oversight on compliance for diversity, grants, human resources and the District 	

Function #5 (Continued)

Function	District	College
(3) Contracts, Compliance and	<ul style="list-style-type: none"> Recommendations of outside legal counsel as appropriate. Liaison between the district and outside legal counsel on contractual issues 	
<i>Contracts</i>	<ul style="list-style-type: none"> Design, administration, and implementation of the district's complete contracts process, including preparation of documents for BOT approval Drafting of leases, agreements, contracts, memoranda of understanding, and amendments for the BOT. Coordination with Risk Manager and Director of Purchasing to ensure timely and comprehensive handling of contractual matters. Technical assistance to campuses and educational centers for contracts, leases, license agreements and other legal documents. Training sessions for college and district employees regarding contract policy and procedures. 	<ul style="list-style-type: none"> Drafts items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agendas. Assists in negotiation for offsite educational facilities, drafts, review and revises contracts, leases, license agreements and other legal documents for submission to the Board of Trustees.
4. Diversity and EEO Compliance	<ul style="list-style-type: none"> Monitoring compliance relating to EEO, ADA, Sexual Harassment, and Discrimination Monitoring the screening and selection process of all employment vacancies or promotions EEO in-service training programs for faculty, staff and students. Policies and procedures related to employer/employee relations, discrimination complaints, grievances, conflict resolutions and disciplinary action Recruitment strategies, and special recruitment efforts directed toward ethnic minorities, women, and other underrepresented groups Investigation and resolution of employee and student complaints of unlawful discrimination and harassment Assistance to administration with mid-to-long range goals for assertive hiring of underrepresented faculty and staff Assistance to campuses with comprehensive and on-going recruitment and employment programs Assistance with annual update of District Faculty and Staff Diversity plan and programs Tabulation of data on faculty and staff diversity Receives, investigates, and seeks to resolve complaints. 	<p>In conjunction with the District Director of Diversity, Equity and Compliance:</p> <ul style="list-style-type: none"> Plans and establishes mid-to-long range goals for the assertive hiring of underrepresented faculty and staff. Promotes diversity with faculty, staff and students.

Function #5 (Continued)

Function	District	Campus
5. Employee Relations	Responsibility for: <ul style="list-style-type: none"> • Guidance, counseling, and assistance in implementing progressive disciplinary measures • Monitoring employee evaluation systems for management and staff • Employee handbooks • Employee accommodation and return-to-work processes • Training in grievance handling and disciplinary processes • Coordination & implementation of District's group benefit and insurance programs 	
6. Hiring	Responsibility for: <ul style="list-style-type: none"> • Recruitment strategies; position advertising; applications input into tracking system • Review of minimum qualifications; identification of leading candidate group; selection committee membership review; prescreening process • Screening committee training on position needs, EEO, and interviewing protocol; orientation of screening committee; review of committees screening criteria and interview questions • Interview scheduling; communication of status of candidacy to applicants • Reference checks, employment offers; salary placement; applicant employment processing including entrance into database and salary processing to Payroll; new employee benefit information; • Notification of hire for Board approval, PERS/STRS • Employee orientation <p><i>For District level personnel, responsibility for:</i></p> <ul style="list-style-type: none"> • Formulating selection committee; selection criteria/interview questions • Paper screening; interviews. • Recommendation of finalist, reference checks, final interview • Recommends candidate for appointment 	<ul style="list-style-type: none"> • Submits personnel requisition to initiate hiring. <p><i>Hiring of campus personnel</i></p> <ul style="list-style-type: none"> ▪ Formulates selection committee in accordance with hiring procedures for campus personnel ▪ Recommends suggested selection criteria/interview questions ▪ Participates in paper screening as required ▪ Conducts interviews ▪ Recommends finalists ▪ Conducts final interview ▪ Conducts reference checks ▪ Recommends candidate for appointment

Function #5 (Continued)

Function	District	Campus
7. Professional Development/	<ul style="list-style-type: none"> • Professional development opportunities for staff; review of requests for professional development • Staff, management and faculty diversity; equity training and related legal considerations Survey of staff training needs; delivery of training on a variety of topics • Mandatory staff, management and faculty harassment training 	<ul style="list-style-type: none"> • Provides professional development activities for staff.
8. Staff/Confidential Contracts	<ul style="list-style-type: none"> • Negotiations on successor agreements or re-openers with CSEA • Communication of new provisions to staff • Sunshining of district proposal for contract with CSEA • Administration of union contracts • Assistance with development of MOU booklets or agreements 	<ul style="list-style-type: none"> • Administers union contracts in accordance with the agreements.

Function #6: Student Services

Function	District	College
1. Athletic Program	<ul style="list-style-type: none"> • Oversight of district athletic programs in consultation with the campuses • Administrative representative to Orange Empire Conference 	<ul style="list-style-type: none"> • Oversight for the improvement and maintenance of athletic facilities • Supervision of on-site athletic events • Collaboration with district Dean of Athletics in the operation of campus athletic programs
2. Admissions	<p>Responsibility for</p> <ul style="list-style-type: none"> • Timely admissions and registration process • Management of enrollment system for semester-long, short-term, and hourly courses; specialized support for customized training programs • Construction of functional parameters for enrollment services processing and infrastructure monitoring in partnership with Information Services (IS) • Implementation of state and local academic policies as appropriate • Coordination with Student Accounts and cashiering operations for consistency across campuses • Monitoring of consistency of policy for all operations 	<ul style="list-style-type: none"> • Application check for completeness/correctness, residency, CAP status • Input and/or error check of applications, registration, adds/drops, CAP forms and transcripts • Year-round application, registration, and enrollment services to current and prospective students • Management of attendance, census, grade, positive attendance rosters, course adds/drops, and other operations through WebAdvisor, phone registration and over the counter services • Oversight and management of extenuating circumstance petitions initiated by students and grade changes per instructor authorization • Veterans services to students seeking to use veterans' benefits • Evaluation of student education records and graduation petitions, awarding of certificates and diplomas
3. Bookstore	<ul style="list-style-type: none"> • Oversight of operations and monitoring of contract with Barnes & Noble for district bookstore operations • Management of bookstore operations in consultation with campuses 	<ul style="list-style-type: none"> • Provides indirect oversight and conveys to district personnel any student or faculty concerns regarding bookstore operations • The following services are contracted out and provided by Barnes and Noble: • Initiates and coordinates with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs. • Conducts opening and closing buy-back of used books at least three times per year and expands to off-campus sites and locations. <p style="text-align: right;"><i>Cont.</i></p>

Function #6 (Continued)

Function	District	Campus
(3) Bookstore		<ul style="list-style-type: none"> • Purchases supplies and emblematic clothing and soft goods to meet the needs of all students and the college community. • Orders announcements and graduation attire for graduates. Takes orders for graduation attire for faculty. • Maintains accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government. • Plans/operates convenience store services inside the bookstore.
4. College Police	Responsibility for: <ul style="list-style-type: none"> • Administration of policy and procedures for centralized operation • District safety and parking operations • Monitoring mutual enforcement agreements with local law enforcement agencies • Compliance with local, state, and federal laws and regulations • Appropriate disaster plans and adequate staff training 	<ul style="list-style-type: none"> • Conveys safety concerns to the district administration and Chief. • Assists in the coordination of disaster plans and selection of disaster team. • Ensures that safety personnel and equipment are available during disasters and emergencies.
5. Disabled Students Programs and Services	Responsibility for: <ul style="list-style-type: none"> • Compliance with state and federal governments regarding ADA regulations • Policy development and implementation in collaboration with the Vice Chancellor Student Services • Daily supervision of DSPPS certificated staff. • Coordination of interpreting services, alternate media, adaptive technology and workability III contract 	<ul style="list-style-type: none"> • Works collaboratively with district administration to ensure proper staffing and support for disabled student population. • Works collaboratively with district administration to ensure access and reasonable accommodations for students with disabilities.
6. Financial Aid <i>Accounting Matters:</i>	<ul style="list-style-type: none"> • Central processing hub for all federal and state student aid applications Responsibility for: <ul style="list-style-type: none"> • FISAP and MIS reports, program accounts, mail disbursements, monthly reconciliation with IFAS, invoices of overpayments and over-awards to students, monthly expenditures balances with Student Employment; fraud and forgery issues • Disbursement of checks, financial aid reports, technical support in creating required types of reports; interfacing with mainframe 	<ul style="list-style-type: none"> • Indirect supervision of student financial services • Direct supervision of campus financial services staff • Works collaboratively with District Dean of Financial Services and campus administration to develop policies and procedures for the disbursement of funds.

Function #6 (Continued)

Function	District	Campus
<p>(6) Financial Aid <i>Accounting Matters, cont.:</i></p>	<ul style="list-style-type: none"> • Processing of Title IV refunds and over-award repayments • Reconciling Federal Work Study earnings for year-end reporting • Verifications and analyses of tax returns • Financial Aid applications and corrections, performing needed analysis to derive an Expected Family Contribution • Clearance of discrepancies, edit checks, data matches and NSLDS • Title IV center for federal processing • Ordering all student disbursement checks • Managing program funds regarding awarding of financial aid • Completion of FISAP, COD, MIS reports and fund reconciliation • Maintenance of all required financial aid records associated with program reviews and audits • Oversight of student loan program • Administration of institutional scholarship program • Decision-making regarding expenditures of BFAP Administrative Allowance; purchase of equipment, marketing items, organizing financial aid events and the BFAP year-end report • Documentation and handling for FAFSA, Cal Grants B & C, Disbursement Schedule, Award Policy, Student Budget, SAP policy, Policy and Procedure Manual 	
	<p><i>Legal Matters:</i></p> <ul style="list-style-type: none"> • District-wide student financial services policy oversight • Compliance with federal and state regulations • Implementation of state and federal assistance programs 	
	<p><i>Training:</i></p> <ul style="list-style-type: none"> • Counseling students and parents in the application process and the completion of required documents. • Classroom presentations for in-reach purposes • Online loan workshop and exit counseling for student loans • Processing of FFELP loans, preparing and reconciling loan checks for disbursement • Internal staff training on new policies and procedures • Conferences, training and workshops to maintain professional currency • In-servicing staff and administrators about changes in regulations • Financial aid outreach coordination and awareness programs communitywide 	
	<p><i>Records:</i></p> <ul style="list-style-type: none"> • Maintenance of financial aid forms and documents. • Maintenance of student files 	

Function #6 (Continued)

Function	District	Campus
<i>Other Services</i>	<ul style="list-style-type: none"> • Oversight of satisfactory academic progress and appeal committee meetings, special circumstances, dependency overrides • In-services for Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic counselors, faculty, Outreach, scholarships, and Information Services offices • Coordination of enrollment file, SSCR, Clearing House and GPA verification transmittal with IS. 	
7. Food Services	<p>Oversight of:</p> <ul style="list-style-type: none"> • Operations and consultant contracts with providers • Food service operation including review and negotiation of contracts (vending, beverage) • Management of food service operation in consultation with campus administration 	<ul style="list-style-type: none"> • Provides indirect oversight for food service operations. • Conveys to district personnel any student or faculty concerns regarding food service operations.
8. Health Services	<ul style="list-style-type: none"> • Scheduling of nurses to assure adequate coverage in clinics • TB testing for faculty and staff • Responsible for health center policies, procedures and protocols • Responsible for contracts for psychological and medical service providers, vaccine, pharmaceutical and medical suppliers • Reporting of student, visitor and staff injuries to Risk Management • Members of RCCD Safety Committee • District representation in state and national Health Services organizations 	<p>Provides a wide range of ambulatory care services for students including:</p> <ul style="list-style-type: none"> • Health care services to all eligible students • Immunizations, TB testing, blood testing • Physician/nurse practitioner appointments • Low cost medications and prescriptions • Co-sponsors campus-wide health events such as blood drives, health fairs. • Emergency response on campus including integrated AED program. • Psychological services including crisis intervention • Educational programs to promote wellness • Medical and psychological referral services • Staff and faculty first aid and influenza vaccinations <p>Referral to external providers in the greater Riverside area</p>
9. Matriculation		
<i>Admissions & Assessment</i>	<ul style="list-style-type: none"> • Registration blocks for 1st time freshman until AOC is complete • Policies (retests, appeals, challenges) • Upgrades/solutions to Accuplacer, Information Services problems • Coordination of placement services • Tech support for all sites 	<ul style="list-style-type: none"> • Enforces block on first-time freshman • Offers placement tests on college campuses • Data entry for informed ed goal after SEP is completed • Maintains communication with other placement leaders • Assists in implementation of cut-score validation
<i>Coordination & Training</i>	<ul style="list-style-type: none"> • Responsibility for District Matriculation Newsletter; accuracy of MIS data; matriculation information updates and accuracy checks in all District publications and website 	<ul style="list-style-type: none"> • Ensures all new personnel receive necessary training • Ensures accuracy of MIS data • Ensures all Matriculation regulations are enforced

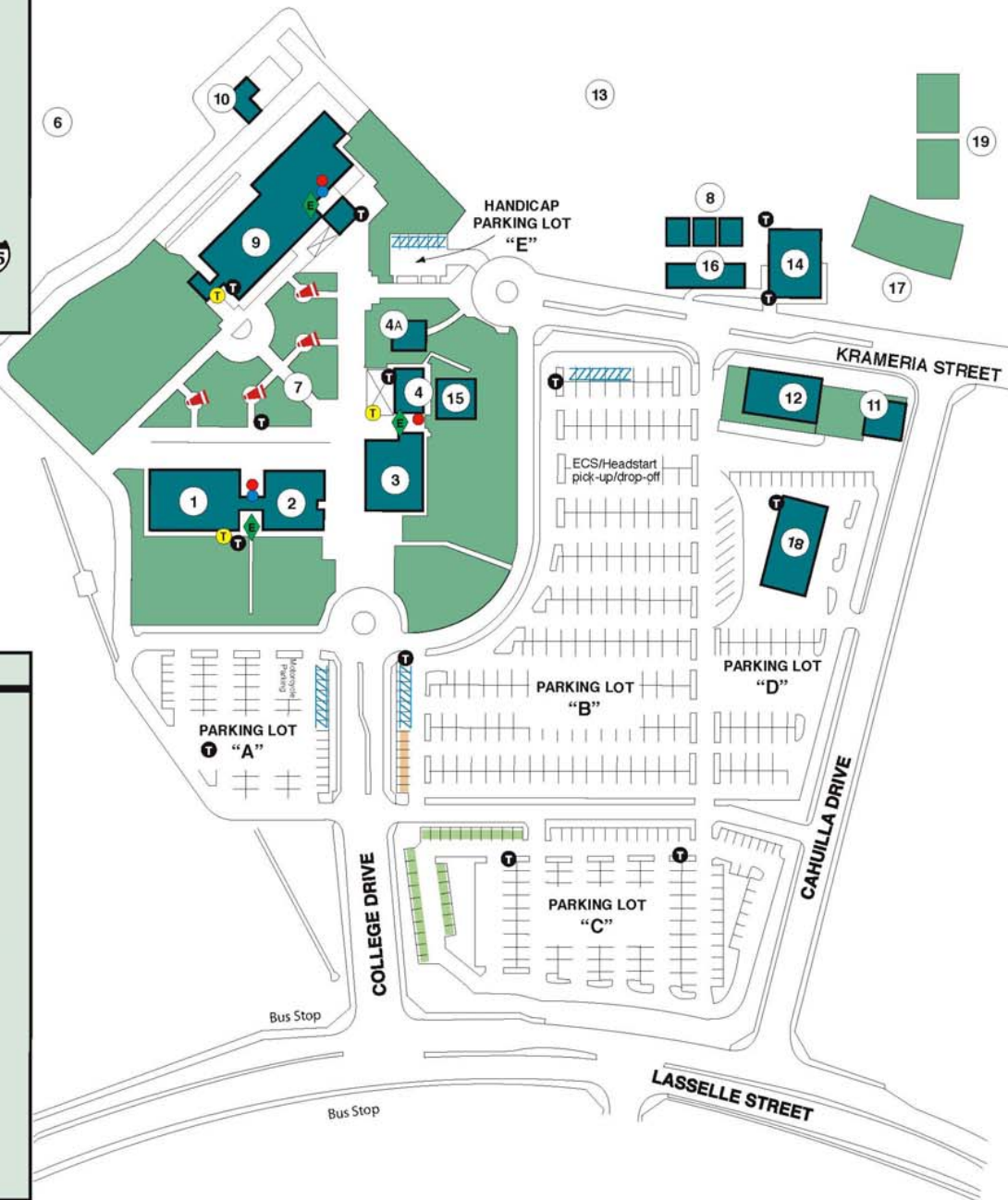
Function #6 (Continued)

Function	District	College
<i>Counseling & Follow-Up</i>	<ul style="list-style-type: none"> • Daily SARS upload • District counseling interventions • Probation/dismissal process • Early Alert process and evaluation 	<ul style="list-style-type: none"> • Provides counseling services. • Provides intrusive counseling to developmental skills, "undecided," and transfer student populations. • Implements probation/dismissal and Early Alert processes.
<i>Orientation</i>	<ul style="list-style-type: none"> • Student Handbook production 	<ul style="list-style-type: none"> • Mandatory orientation/counseling for 1st time freshmen • Orientation/Counseling sessions • Editing/revising Student Handbook
<i>Prerequisites</i>	<ul style="list-style-type: none"> • Assistance to Prerequisite Subcommittee/Curriculum Committee • Participation in District Curriculum Committee 	<ul style="list-style-type: none"> • Prerequisite enforcement, appeals processing; campus Prerequisite Subcommittee/ Curriculum Committee representation
<i>Research</i>	<ul style="list-style-type: none"> • Revalidation of cut scores and matriculation-related research as mandated by regulations 	<ul style="list-style-type: none"> • Accurate documenting of services received by students • Accurate reporting of data
10. Records	<ul style="list-style-type: none"> • Enrollment information for comprehensive enrollment management reports • Maintenance of integrated student records database for district-wide single student transcript • FERPA directory information in coordination with staff and faculty development efforts • Transcript and record keeping services • Record retention policy review and scheduling • Electronic and paper versions of key A&R forms • Archive management for admissions records and backup documentation • In conjunction with Information Services, responsible for annual review and update of website pages; analysis of enrollment reports and state 320 report; review of attendance collection, weekly/ daily census and positive attendance; review and update of programs related to registration such as prerequisite checks, course repetition checks, testing, and class waiver checks. 	<ul style="list-style-type: none"> • Processes all student transcript and enrollment verification requests. • Manages record retention of all Class I, II, and III education records, including imaging and storage. • Assists in management of archive of admissions records and backup documentation. • Oversees scanning, imaging, and organization of education records. • Maintains auditable admissions, registration, attendance, and transcript files.
11. Student Services	<ul style="list-style-type: none"> • Input on board policies relating to student matters <p>Responsibility for:</p> <ul style="list-style-type: none"> • Program development, student records, state reporting, state and federal compliance, and audit • Student expulsion hearings and conduct procedures • Policy review and development with campuses and academic leadership • Legal matters related to students records, including student rights • Student Services at off-campus sites • Student services representation in budget and planning issues • Equitable provision of matriculation services district-wide • Enrollment management process coordination 	<ul style="list-style-type: none"> • Responsible for Student Services program on campus serving as liaison with district and academic leadership

Ben Clark Public Safety Training Center



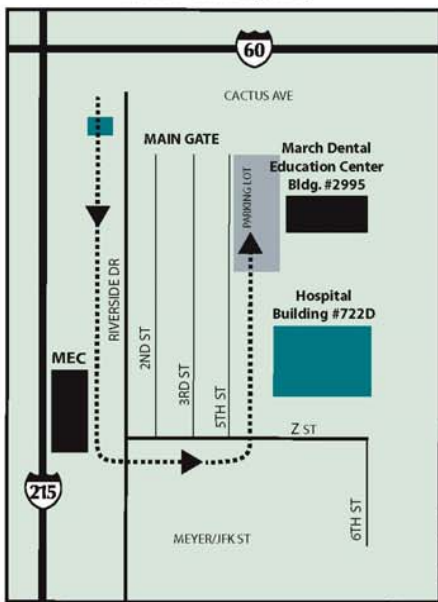
Moreno Valley Campus



- Emergency Telephones
- Telephone
- Elevators
- Restrooms
- Handicap Restrooms
- Free Speech Area
- Handicap Parking
- All Day Metered Parking
- 30 Minute Metered Parking

1. LIBRARY
IMC Office
KRCC TV, Channel 25
Middle College High School Office
2. STUDENT SERVICES
Admissions
Assessment and Placement Testing
Career and Transfer Center
Counseling
Dean of Student Services
E.O.P.S.
Financial Services
Health Services
Job Placement
Outreach
Provost's Office
Title V Office
Educ. Talent Search Office
Tutorial Services
3. SCIENCE AND TECHNOLOGY
Computer Lab
Disabled Student Program and Services
Science Labs
4. TIGERS' DEN
- 4a. BOOKSTORE
5. PHASE 1 MECHANICAL BUILDING
6. EDMUND C. JAEGER DESERT INSTITUTE
7. JOHN M. COUDURES, JR., PLAZA
8. MODULAR FACULTY OFFICES and CLASSROOMS
9. HUMANITIES
Workforce Preparation
Dean of Instruction
Academic Departments:
• Mathematics, Sciences, and Physical Education
• Health, Human, and Public Services
• Communications and Social Sciences
• Humanities and Social Science
English Writing and Reading Center
Language Lab
Math Lab
Physician Assistant Program
Business and Computer Information Services
10. PHASE II MECHANICAL BLDG.
11. HEADSTART
12. ADMINISTRATION ANNEX
President and Vice President offices
13. CROSS COUNTRY TRACK
14. MULTI-PURPOSE BUILDING
15. ASRCC Student Government Building
16. WAREHOUSE
Campus Police
Facilities Office
Mailroom
17. COLLEGE PARK
18. EARLY CHILDHOOD CENTER
19. SPORTS FIELDS

March Education Center (MEC)



OFF-CAMPUS SITES

Riverside County Regional Medical Center, County of Riverside
26520 Cactus Avenue
Moreno Valley, CA 92555
(Cooperative RCRMC/RCC Physician Assistant Program)

Ben Clark Public Safety Training Center, County of Riverside
3423 Davis Avenue
Riverside, CA 92518
(Emergency Medical Services [Paramedic and EMT], Fire Technology, and Administration of Justice / Law Enforcement Training Programs)

March Dental Education Center
23801 "N" Avenue
March Air Reserve Base
Riverside, CA 92518
(Dental Hygiene, Dental Assisting, and Dental Technology Programs)

Other Off-Campus Sites:

24-Hour Fitness
23750 Alessandro Blvd.
Moreno Valley, CA 92553
(Physical fitness classes)

Parkview Hospital
3865 Jackson Street
Riverside, CA 92504
(Medical assistant classes)

Air Force Village West
17050 Arnold Drive
Riverside, CA 92518
(Healthcare technician classes)

Rubidoux High School
4250 Opal Street
Riverside, CA 92518
(Medical assistant and other classes)

Brunswick Moreno Valley Bowl
24666 Sunnymead Blvd.
Moreno Valley, CA 92553
(Bowling classes)

Vista del Lago High School
15150 Lasselle Street
Moreno Valley, CA 92551
(Tennis classes)

Community Care and Rehabilitation Center
4768 Palm Avenue
Riverside, CA 92501
(Healthcare technician classes)

Other Sites:

The Physician Assistant Program maintains contracts for field site/clinic utilization with the following:

Riverside County Regional Medical Center Clinics, Moreno Valley; Riverside County Public Health Clinics; Raincross Medical Group, Riverside ; D.V. Urgent Care, Rancho Cucamonga; Redlands Community Hospital; Clinicas de Salud del Pueblo, Coachella and Brawley; Harvest Medical Clinic, Hemet; Rancho Family Medical Group, Temecula.

The Emergency Medical Services Program maintains contracts for field site/clinic utilization with the following:

Riverside County Regional Medical Center; Riverside Community Hospital; Pediatric Medical Group of Riverside; Riverside Mission Pediatric Group; Menifee Valley Medical Center; Moreno Valley Community Hospital; Hemet Valley Medical Center; Southwest Healthcare System, Murrieta (includes Inland Valley Regional Medical Center, Wildomar; and Rancho Springs Medical Center, Murrieta); Pomona Valley Hospital Medical Center; Loma Linda University Medical Center; American Medical Response (ambulance); California Department of Fire (ambulance); Riverside County Fire Department (ambulance); Cathedral City Fire Department (ambulance); Lynch Ambulance Service, Anaheim (ambulance); Mission Ambulance, Ontario, Corona (ambulance).

The Certified Nursing Assistant Program maintains contracts for field site/clinic utilization with the following:

Community Care and Rehabilitation Center, Riverside; Air Force Village West, Riverside; Riverside County Regional Medical Center; Riverside Community Hospital; Cypress Gardens Rehabilitation and Care, Riverside; Moreno Valley Community Hospital.

DISTANCE EDUCATION

During the 2006 calendar year, the Moreno Valley Campus offered 51 online and hybrid courses and five telecourses in eight different subject areas:

- Business
- History
- Humanities
- Management
- Marketing
- Music
- Political Science
- Reading.

Through distance education, 50% of the course requirements for twenty-five certificate programs, and for one associate of science degree program, may be met.

Fully online courses are presented in a multi-media instructional format which allows for increased student participation and flexibility. Hybrid and televised courses combine face-to-face class meetings with distance delivery for enhancement of instruction and increased distribution of resources. All modes of distance delivery—including supplementary online learning resources and course document distribution (“web-enhancement”) to traditional classes—are intended to enrich communication between the student and instructor and meet current and future educational needs. Moreno Valley faculty participate in the approval of all distance education courses by way of the Curriculum Committee to ensure rigor and depth equivalent to other modes of delivery. As with all courses offered, the Moreno Valley faculty also review assessment levels and outcomes data in making decisions to ensure that pedagogically sound methods of achieving real student learning are employed.

The district Open Campus supports online instruction via the Web CT platform, and requires and provides training for all instructors interested in using distance education methods. The Moreno Valley Campus Center for Faculty Development, to be opened in fall 2007, promises to make available still more opportunities for full- and part-time faculty looking to broaden their skills and awareness of trends.

ORGANIZATION OF THE SELF-STUDY

The Moreno Valley Campus participated actively during the writing of the previous Self-Study for Reaffirmation of Accreditation for Riverside Community College (2001), while simultaneously conducting a “shadow” accreditation in anticipation of its campus-to-college accreditation process now underway. Through the shadow process, campus dialogue was initiated, campus-to-college planning issues framed, and campus accreditation leadership emerged. The co-chairs of the present self-study are a faculty member from the 2001 Executive Committee and an administrator from the 2001 Steering Committee. These co-chairs, selected in 2005, set out to activate the Moreno Valley Campus for its initial full self-study process with the objective of broad-based participation, adequate and inclusive training, and interactive team meetings.

Committee assignments for the self-study were drawn from the rosters of the Strategic Planning subcommittees, which align with the nine Accreditation Standard subcommittees: I. Institutional Mission and Effectiveness, II.A. Instructional Programs, II.B. Student Support Services, II.C. Library and Learning Support Services, III.A. Human Resources, III.B. Physical Resources, III.C. Technology Resources, III.D. Financial Resources, and IV. Leadership and Governance. Co-chairmanships of these Standard subcommittees were created by identifying an accreditation liaison to work with the Strategic Planning subcommittee chair already in place. Subcommittee assignments were flexible, and all campus personnel were encouraged to join more than one Standard subcommittee.

The modalities of convening the Accreditation subcommittees were varied: face-to-face meetings, online discussion boards, an all-faculty tour of our off-campus sites (March Dental Education Center, Riverside County Regional Medical Center, the Ben Clark Public Safety Training Center, Nuview Bridge Early College High School), and even “Walk and Talk” team building which involved accreditation questions printed on slips of paper and passed out during scheduled campus walks. From the outset, energy was high and the prevailing spirit hopeful. Participation by classified staff members exceeded expectations; and inventiveness by faculty to keep the process interesting rarely waned. As is often the case in carrying out large projects, core persons became indispensable, and, thanks to the scrupulosity and transparency of our self-study editor, all input was considered for the narrative and explanations provided when modifications to original submissions were preferred for the final draft.

The self-study process provided notable movement forward on our journey from campus to college, issuing in the following outcomes:

- The Accreditation Steering Committee and the Standard subcommittees became more familiar with the use of district resources and grew to recognize the vital nature of district services and data. Participants—particularly faculty—took advantage of training provided in interpreting institutional data and a tradition of weekly “Open Door” sessions was initiated by the vice president of education services, often inviting district personnel.
- Along with the consideration of the six accreditation themes (institutional commitments; evaluation, planning, and improvement; student learning outcomes; organization; dialogue; institutional integrity), a seventh emerged—basic skills. That theme, too, was tracked in the self-study draft, by Standard and by page, and its significance to our mission brought into perspective. As part of our self-study process, the campus organized a two-day basic-skills retreat to discuss strategies for faculty across the disciplines to reinforce skills and thus contribute to increased performance levels, ultimately to be reflected in improved rates for course, program, and degree completion, and transfer.
- The accreditation process underscored our very successful record of new-program development and the influence of the health and public service disciplines on our community outreach and outcomes assessment documentation. Our occupational program directors, seasoned in learning outcomes assessment, were

suggested as mentors to other faculty with less experience in measuring competencies and attainment levels—with opportunities immediately available through the program review process and, as of fall 2007, through the new Center for Faculty Development.

The self-study process has activated multi-faceted dialogue on campus and beyond. Dating back to our shadow accreditation self-study in 2001, this dialogue has forced the founding of professional acquaintanceships, moved us toward an inter-unit mobilization of enrollment management, and brought into focus our overarching responsibility to provide not only university-equivalent transfer courses and rigorous occupational training, but also pre-collegiate skills building to those who are under-prepared. By way of our dialogue and evidence collection, we have asked if our resources and processes support student learning, if we continuously assess student learning, and if we are pursuing excellence and improvement. By way of our dialogue and teamsmanship, we have committed, moreover, to keeping alive the exciting self-reflection now systemized, and to maintaining our signature responsiveness to the needs of our vibrant and supportive community.

TIMELINE

1999 – 2001

Moreno Valley Campus participates in previous Institutional Self-Study for Reaffirmation of Accreditation with “Shadow Self-Study” in preparation for Institutional Self-Study in Support of Initial Accreditation.

Fall 2004

District Coordinating Committee convenes.
District guidelines for campus timelines established.

Spring 2005

Moreno Valley Campus steering committee selected.
Accreditation Standards interwoven into Strategic Planning subcommittee structure.
Self-study training begins at the district level.

Summer 2005

District training for Moreno Valley Campus steering committee.

Fall 2005

September 8	ACCJC Accreditation Training
October 6 – 7	District Faculty/Administration Accreditation Retreat
October 21	Progress report to District Academic Planning Council
December 9	Campus Retreat: Accreditation Update—“A Chicken in Every Pot” (SLOs)

Winter 2006

January 8	“Accredited Institution” accreditation overview to classified staff
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Spring 2006

Website designed and implemented for weekly questions and discussion boards.

March 9 – 10	“Charting Our Course with Strategic Planning and Self-Study” retreat
Mar 23, Apr 20, May 25	“Walk & Talk” Accreditation meetings
May 19	“Accreditation Attack” non-retreat
May 26	Strategic Planning “SOS”: Subcommittee and Accreditation Standards

Summer 2006

July 26	Accreditation Training for Classified Staff
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Fall 2006

Weekly meeting format established: Thursdays, 12:50 – 1:50 p.m.: Standards I, II, III, IV;
Wednesdays, 2:45 – 3:30 p.m. data interpretation

Draft report developed.

Evidence verification on-going.

August 25 All-campus retreat: Update on Self-Study

Winter 2007

Evidence verification ongoing.

Editing discussions ongoing.

January 10 Fact Book orientation session

Spring 2007

Editing discussions ongoing.

February 9 "Charting Our Course Through Self-Study" (cont): all-faculty campus meeting

February 27 Accreditation meeting for campus classified staff

February 28-29 "Accreditation Marathon" (district representatives invited to 8-hour drop-in session)

April 3 Presentation to the Academic Senate.

April 5 Presentation to ASRCC-MV.

April 6 Presentation to the Strategic Planning Committee.

April 6 - 7 Final draft available for drop-in viewing.

April 19 – 20 All-campus retreat on basic skills (resulting from self-study dialogue)

May 29 Self-Study Report submitted to RCCD Board of Trustees.

ABSTRACT OF THE MORENO VALLEY CAMPUS SELF-STUDY

Institutional Commitments: This self-study is the expression of a campus that is committed to its mission of serving “all who can benefit” from instruction in our service area. This is a three-pronged commitment: 1) to a liberal arts and sciences curriculum that prepares students to be free, informed, and responsible citizens of a democracy and to transfer to four-year schools; 2) to an array of vocational programs responsive to our growing economy and community, with a special emphasis on health care and public services; 3) to helping our incoming students complete the foundation of basic skills essential for further academic, economic, and social success in our information-driven economy.

Evaluation, Planning, and Improvement: The most important recommendation of the last accreditation team was that the Riverside Community College District 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.” Virtually every standard and substandard of this self-study responds to that recommendation. The district and the campus have put into place a comprehensive program review process, both cyclical and annual. The self-study repeatedly returns to our commitment to make instructional program review the engine that drives our strategic planning process and to put student learning at the heart of instructional program review. We indicate our belief that instructional program review should inform the development of program review goals for every unit of campus. Student services, facilities, budget, and administrative services—all should coordinate their efforts with the campus mission of student learning and development.

The means of this coordination—again, inescapable in every standard—is the Moreno Valley Strategic Planning Committee and its subcommittees. The self-study, especially in Standard I, describes at length the central role this young body—established in 2005—is now playing. We acknowledge that our strategic planning protocols are still a work in progress, and we explore various scenarios for making the strategic planning process at Moreno Valley Campus vital and enduring—both fully participatory and effective. Its central role in our future is reflected in the number of times in this self-study that we call on the Strategic Planning Committee to take the first action on a “plan” item.

As for evaluation and improvement, Standards I, III, and IV all express a desire to build on our campus’s culture of collegial and open communication by developing formal and transparent report-back procedures, so that the relationships between program review requests and strategic priorities, between strategic plans and institutional results, are clear and accounted for. Likewise, we want to build on our district’s exceptionally strong base of data services in two ways: through faculty-development training in data retrieval and interpretation, and through increased responsiveness on the part of data-collection personnel to the local data needs of the faculty, disciplines, and departments at the Moreno Valley Campus. The self-study makes the case that continued progress on both of these fronts—institutional report-back mechanisms, and timely availability of meaningful data—are the cornerstones to our ability to evaluate and improve our institutional effectiveness.

Student Learning Outcomes: Of course the ultimate measure of institutional effectiveness is student learning. Standards I and IIA describe and assess the rapid progress of the Moreno Valley Campus in enacting an outcomes-based approach to student learning. Our embrace of student learning outcomes is evident in our participation in the district-wide Assessment and Curriculum Committees. By fall 2007, virtually all district course outlines of record will have incorporated student learning outcomes that reflect the range of cognitive levels on Bloom’s Taxonomy. Developing student learning outcomes is only the first, and easiest, step in successful outcomes-based learning; the real challenges are effective outcomes assessments and, above all, adjustments to delivery of instruction based on those assessments. Several district-wide disciplines—notably math and English—have led the way in outcomes assessment projects. At the same time, the Moreno Valley Campus is working to promote best-practices delivery of instruction on several fronts: from our basic skills conference, to our array of learning communities that focus on the learning

needs of underserved populations, to the imminent inauguration of our campus Center for Faculty Development. Student Services has also developed demonstrable student learning outcomes as appropriate. At the same time, we recognize challenges and further areas for progress: prioritizing the commitments of overloaded faculty so as to keep learning at the top; confronting the challenge posed to our transfer mission by the limited basic skills of the majority of our entering students; expanding our transfer-level offerings in the liberal arts and sciences; providing more support for our part-time instructors and ultimately improving our ratio of full-time to part-time instructors (an issue also brought up in Standards III.A. and IV.A.).

Organization: The self-study documents the organizational advances we have made in preparation for the transition to college status. The Moreno Valley Strategic Planning Committee held its first meeting in spring 2005. The campus Faculty Senate was installed in fall 2005, its members elected according to the process stipulated by the newly ratified senate constitution. And in fall 2006, our new campus administrative structure went into effect, headed by a president and two vice presidents. These campus developments reflect the larger restructuring of the district as it prepares for the shift from three campuses to three colleges. In all the standards, though perhaps notably in Standards I, III, and IV, the self-study regards the changing organizational landscape as an opportunity for Moreno Valley Campus to acquire more autonomy and equity. Especially in the matter of budget, greater control and equity will allow us to be more flexible and responsive in achieving our educational missions. While we look forward to our special role as the health-care college in the district, we firmly support the single district general education curriculum, which will afford the greatest options and continuity to all RCCD students. Reflecting our commitment to being a learner-centered institution that is driven by instructional program review and participatory strategic planning, many of the plan items in Standard IV and elsewhere have to do with ways of improving the transparency and responsiveness of the campus's governance structure. The challenge is to foster an organization that is both fully participatory and effective.

Integrity: Moreno Valley Campus already enjoys a culture of openness. But integrity is an area where good intentions are not good enough. As every researcher knows, integrity requires precision and an attention to detail; it means getting the facts and using them appropriately. The self-study reflects our commitment to integrity on at least three levels. First, planning will be data driven. Standard IIA, especially, stresses the importance of accurate, timely data for successful, learner-centered program review and outcomes assessment. Second, the relation between plans and actions will be transparent. Standards I, IIID, and IV all insist on maintaining a strategic planning process and governance structure that are open, responsive, and answerable. Third, an institution with integrity maintains an accessible, complete, and accurate self-representation to its public. Standard IIB, especially, considers the accuracy and accessibility of our public documents.

Dialogue: Despite the editor's efforts at stylistic continuity, this self-study is bursting with a diversity of voices; as the lists of contributors reveal, almost everybody on campus took the opportunity afforded to participate. The Organization and Timeline of the Self-Study, above, itemizes the stages and varieties of participation that went into the development of this document. Here we can emphasize that the self-study reflects above all our culture of openness, of fearlessness even. Faculty, administrators, and staff—we are all confident about our strengths and sure of our future, yet for that reason we feel free to be hard on ourselves. This is a self-study in the real sense of self-critique. Self-critique should not be confused with negativity; rather, it is an expression of our commitment to excellence, which can only be achieved through honest, open discussion and reflection. This is *our* self-study, an opportunity to identify both strengths and weaknesses, so as to build on the former and tackle the latter. We know we are doing a good job in many areas, and we say so. This pride comes across especially in the extensive descriptions of our educational programs and student services throughout Standard II. But we want to do an even better job. The process of producing this self-study has galvanized us, and the document itself now provides us with a blueprint for progress. The List of Plans at the end of this document is several pages long. It is an expression of our ambition. Many of the plans are about making things that already work, work even better. And where we see serious challenges, we rise to the occasion with a real investigation of possible solutions. This is especially important with regard to our fundamental mission—student learning. Our vocational programs are models of success, our transfer offerings solid and growing, our student services comprehensive and accessible. Yet high attrition rates in basic skills courses pre-

vent many of our students from taking advantage of our offerings and achieving their educational dreams. This self-study has raised awareness of the priority we must give to basic skills, sparking campus-wide discussion on assessment, best-practices, and articulation with our feeder schools. We have important work to do; we can't wait to get on with it.

THEMES

INSTITUTIONAL COMMITMENTS

The Moreno Valley Campus Mission Statement reflects the needs of the intended student population, in fact, “all who can benefit” from instruction:

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation.

All members of the Moreno Valley Campus community take this mission seriously as we strive to meet these needs. Throughout our self-study, we have pointed out how this institutional commitment is reflected in the things that we do. The Moreno Valley Campus mission is integrated into our strategic planning process, which is overseen by the MVC Strategic Planning Committee, in consultation with the Faculty Senate and other stake holding groups, both on campus and in the community. Thus, the Moreno Valley Campus has put review of its mission at the center of its whole planning and decision-making process, and uses that mission to guide its actions.

A site survey carried out by the Riverside County Economic Development Agency in 1997 indicated that our community needed programs in health-related fields. This led to one aspect of our mission: the commitment to those individuals seeking life-long learning, especially in health and public services. Not only does Moreno Valley Campus provide programs in health and public services, but also cooperation between the campus and three feeder high schools has resulted in the creation of “health career academies,” making Moreno Valley Campus part of an articulated pathway from K-12 education to area employment. Moreover, the three early and middle college high schools affiliated with the Moreno Valley Campus have developed career pathways in the health sciences. Thus evident is our institutional commitment to provide programs that lead to degrees and certificates in health and public service careers, as well as our commitment to prepare students to enter these programs and to assist them with transfer or continuing education after completion.

Through the strategic planning process, curricular approval, and assessment practices incorporated into program review, the campus illustrates its commitment to the “pre-collegiate” part of our mission: basic skills programs. Many steps have been taken by the Moreno Valley Campus to increase success in basic skills, such as expanded offerings of guidance courses, learning communities, tutoring and tutorial workshops, cooperative efforts to improve basic skill preparation in our feeder schools, and an ESL one-stop registration process. In April 2007 faculty, staff, and administrators convened for a basic skills retreat with the purpose of identifying our campus resources and of gaining a clearer understanding of student potential. Additionally, we coordinate with our service-area high schools in at least three broad areas: transferable courses, middle-college high school programs, and articulated preparatory curricula.

**INSTITUTIONAL
COMMITMENTS
(Continued)**

A full liberal arts and sciences transfer curriculum remains the core commitment of the Moreno Valley Campus. We provide rigorous university-transfer courses in full compliance with university articulation agreements and student expectation. Whether students transfer or not, the associate degree provides students with the core of humanistic general education knowledge and competencies essential to their responsible participation in a democratic society. Vocational training is important; education for citizenship essential. And even from a purely practical standpoint, general education gives students the critical thinking skills and flexibility necessary to respond to the constantly evolving skill sets demanded by technological advances in our information-driven economy. The district's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan, which were developed in alignment with the college's mission statement. Since the Moreno Valley Campus mission statement is integrated into the Strategic Planning Process, it is regularly reviewed and will be adapted as needed. These various structures and processes are referenced throughout this Self-Study, with specific references in Standards I, II, and III.

**EVALUATION,
PLANNING, AND
IMPROVEMENT**

The five recommendations of the previous visiting team from the Accrediting Commission for Community and Junior Colleges (ACCJC) reflected the need for a focus on ongoing evaluation, planning, and improvement. Riverside Community College reported on the responses to these recommendations in the Interim Report submitted in 2002 and in the Mid-Term Report submitted in 2004. A brief summary of the development and implementation of the strategic planning process now used throughout the district is available in the brochure published in January 2007 by the RCCD Office of Academic Affairs, "Riverside Community College District: Strategic Planning Process 2001—2006." This brochure also describes the RCCD Strategic Initiatives for 2005—2010 and provides an overview of the General Education Student Learning Outcomes for Academic and Vocational Degree Programs throughout the district.

The Moreno Valley Campus has embraced the strategic planning process and uses the Moreno Valley Strategic Planning Committee as a central mechanism to integrate the work of all members of the campus community in achieving its mission. In fact, the development of the MVC Mission Statement itself is a reflection of the theme of evaluation, planning, and improvement. At the time we were preparing for the 2001 accreditation visit, the Moreno Valley subcommittee prepared a "shadow" mission statement to the RCC mission statement to reflect the uniqueness of the Moreno Valley Campus. This mission statement was shared with members of the campus community and refined into the statement that was included in the Eligibility Application for College Status in May 2004. Subsequent evaluation of the campus mission statement by the Moreno Valley Academic and Student Senates, and the Community Partners, refined the mission statement into the format that was eventually approved by the Moreno Valley Campus Strategic Planning Committee and the RCCD Board of Trustees. The planning process provided the mechanism needed to improve the prior draft of the campus mission statement.

The theme of evaluation, planning, and improvement is imbedded in the entire Moreno Valley Campus Self-Study document and reflects the campus's commitment to its mission statement. Each section of the self-study also offers examples of how evaluation, planning, and improvement at Moreno Valley Campus reflect and respond to the RCCD Strategic Initiatives. The longest section, Standard II (Student Learning Programs and

EVALUATION,
PLANNING, AND
IMPROVEMENT
(Continued)

Services) discusses instructional programs, educational support services, and library and learning resources, and it provides concrete illustrations of the ongoing utilization of the strategic planning process. Standard III (Resources) provides additional examples of the integral nature of evaluation, planning, and improvement, such as the development of a master educational plan for the campus and the role of the Strategic Planning Committee in implementing the plan through and the promotion of collaboration among the nine strategic planning subcommittees. The narrative section devoted to Standard IV (Leadership and Governance) describes both the history and the current organization framework for the Moreno Valley Campus. Standard IV, especially, highlights the role of collaboration and systematic feedback in effective planning and implementation of improvements that support our mission.

STUDENT
LEARNING
OUTCOMES

Student Learning Outcomes (SLOs)—both course/program outcomes and broader general-education competencies—guide the activities of the Moreno Valley Campus and the Riverside Community College District. The district and the campus have incorporated SLOs into nearly all courses and programs. Standards, IB, IIA and IIB provide many examples of how SLOs are incorporated on the Moreno Valley Campus. The district-wide disciplines, through comprehensive instructional program review, oversee quality control and the establishment of clear and appropriate student learning outcomes. The program review process was revised in 2000-01 so as to focus on student learning outcomes and assessment, and the program review guide directs disciplines to “develop a student learning outcomes assessment plan.” The district Curriculum Committee assists in this task by approving the course outlines of record (CORs) for each course offered in the district. Instructors at Moreno Valley Campus are required to provide students with a syllabus that includes the student learning outcomes for the course.

The move to an outcomes-based learning culture has highlighted the importance of outcomes assessment. Accurate assessment is the first step to improving learning outcomes. Assessment is fostered in the district through the coordinated faculty and administrative leadership of the District Assessment, Program Review, and Curriculum Committees. The District Assessment Committee (DAC) was formed with the goal of using outcomes assessment to improve instruction and learning, and in the past six years, the DAC has developed a statement of assessment principles, an assessment glossary, an assessment website, and an initial comprehensive district assessment plan. The DAC has offered many presentations and FLEX workshops on designing and assessing student learning outcomes. In addition to these district-wide efforts, the services provided by the campus learning labs and tutorial services are routinely evaluated to ensure that student needs are met and student learning outcomes are addressed. Administrative units must also implement assessment plans as part of their annual program review.

In conformity with state requirements, occupational programs at the Moreno Valley Campus rely on advisory committees composed of area professionals for assistance in developing effective student learning outcomes and assessment guidelines for particular programs and vocational courses. Several of our vocational programs follow the guidelines of representative professional organizations in the formulation of student learning outcomes and assessment procedures; those programs which hold national accreditation status follow mandated outcomes and assessment procedures.

STUDENT
LEARNING
OUTCOMES
(Continued)

The Campus Title V grant gathers and disseminates data pertinent to its mission to improve delivery of instruction to students in Hispanic-serving institutions. Title V assists faculty with outcomes assessment, monitors the effect of basic skills programs, evaluates Title V pilot project outcomes, and explores Title V student learning outcomes compared with those of non-participant students, and maintains appropriate data.

To help ensure that student learning outcomes are at the forefront of all educational efforts of the district, the plan for tenure-track faculty hiring relates new faculty positions to our institutional mission, insists on clearly stated criteria, and stipulates that hirees “[m]aintain a broad knowledge” of the subject matter, and that they “design pedagogy related to learning outcomes.” All faculty are regularly evaluated to improve delivery of instruction and promote student learning and higher achievement of student learning outcomes.

Improvement of student learning outcomes is one of the goals set out in the “RCCD Strategic Initiatives for 2005-2010.” The Moreno Valley Campus responded to these initiatives in 2006 and updated its response in 2007. The Instructional Programs Subcommittee of the Moreno Valley Campus Strategic Planning Committee is responsible for monitoring campus progress towards achieving this goal. There has been broad campus participation in reviewing student learning outcomes as part of the annual program review updates developed by discipline representatives on the campus. The non-instructional units also participate in program review, developing service area outcomes as standards for expected attainment of student service initiatives. References to student learning outcomes can be found throughout this self-study, with particular emphasis in Standards I and II.

ORGANIZATION

The organizational environment and structure at the Moreno Valley Campus is inclusive and engaging. It is also complex: a mixture of district-based and local campus committees involve administration, faculty, staff, and students. An overview of the local environment includes the President’s Cabinet, the Management Council, the Academic Senate, the Associated Students, the Academic Planning Council, and the Moreno Valley Strategic Planning Committee, with each of these entities having comparable district counterparts. District organizations that involve faculty and staff are the Faculty Association (CCA/CTA/NEA) and the California School Employees Association (CSEA). At the heart of this organizational structure, indeed the very reason for its existence, are the academic programs and services indicated by our mission.

In 2001, the RCCD Board of Trustees approved a detailed learner-centered curriculum that became the organizing framework for the strategic planning process used throughout the district. By using the strategic planning process, the Moreno Valley Campus has made inclusive, informed, and intentional efforts to define student learning outcomes at the course, program, and institutional level. The foundation of the framework is made up of the academic and student support units. Each discipline or unit within a department completes an annual program review, in which trends are examined to assess staffing, facility, and equipment needs. In the academic areas, the faculty chairs and assistant chairs of the five multidisciplinary departments gather the information, rank requests, and present them at the Moreno Valley Campus Academic Planning Council (consisting of department chairs, assistant chairs, and the dean of instruction) where all requests are considered and prioritized. Non-instructional areas go through a similar process with the

ORGANIZATION
(Continued)

appropriate managers facilitating the request process. All disciplines and programs, both instructional and student services, participate in the program review process, which revolves around the development and assessment of student learning outcomes. These program reviews are critical in linking the learner-centered curriculum to the resources that will make the student learning outcomes achievable. Once finalized, all instructional and non-instructional program review information concerning resources is conveyed, if applicable, to the campus and district Strategic Planning Committees, and ultimately to the RCCD Board of Trustees. The board, in turn, consults with one or both of the participatory governing collaborators—the Academic Senate and the Strategic Planning Committee—in setting policy for the district.

The Academic Senate is the organizational structure representing the Moreno Valley Campus faculty. The Senate makes recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The campus Academic Senate President serves on the District Academic Senate where district academic decisions are decided, especially those related to the commitment to the one-curriculum concept. The campus also elects two faculty representatives to serve on each district senate subcommittee, and each department elects a representative to the district-wide Curriculum Committee.

Based on the concept of keeping program review (which ties to the learner-centered curriculum) at the center of the strategic planning process, the Moreno Valley Strategic Planning Committee was created with nine subcommittees that were formed to align with the major accreditation substandards. Every full-time employee, as well as representatives from the Student Senate, serves on at least one of the following campus subcommittees, with campus administrators serving as resource personnel: Financial Resources, Human Resources, Instructional Programs, Institutional Mission and Effectiveness, Library and Learning Support, Physical Resources, Student Support Services, Technology, and Leadership and Governance. These subcommittees, having representation from faculty, staff, and students, are designed to make recommendations to the campus Strategic Planning Committee which votes to forward these recommendations to the campus administrators and the District Strategic Planning Executive Committee for approval.

Once information has gone through the appropriate planning channels, it makes its way to the campus administrative body, the Moreno Valley Management Council (president, vice presidents, deans, directors, and Academic Senate and ASRCC representation). The president convenes this committee monthly, attended by campus administrators, with faculty and staff representation. In addition, twice monthly cabinet meetings are convened by the president and include the campus vice presidents. The vice president of educational services meets weekly with the deans and regularly attends Academic Senate meetings. Other campus administrators have developed a similar practice of attending the senate meetings.

The campus administration connects to the district organization by way of district committees. The president reports to the district chancellor. In 2006, two vice presidents were added at the Moreno Valley Campus, reflecting the campus's move towards more autonomy and to eventual college status. Each of the vice presidents relates professionally with the offices of the respective district vice chancellors, and attends meetings where district resource decisions are made. The president and vice presidents advocate for the

ORGANIZATION (Continued)

Moreno Valley Campus in these forums and report back to their constituents on the campus through meetings of their cabinets and councils, the Academic Senate and the Strategic Planning Committee.

The ultimate decision-making body in the RCCD's organizational structure is the Board of Trustees, composed of five persons elected at large by members of the college's voting district. The Board has organized itself by establishing four subcommittees: Resources, Governance, Planning, and Teaching and Learning. These subcommittees—with representation from campus faculty and from non-campus-specific staff and administration—review proposals and resolutions to be brought before the board at its monthly meetings. References to the theme of organization are found throughout this self-study, with the most specific references in Standards I, II, and IV.

DIALOGUE

Open dialogue has been crucial to the development of the Moreno Valley Campus. References to this theme are found throughout this self-study, with many specific references in Standard II, but also in the other standards—for example, the development of the mission statement (Standard I), assessment and utilization of resources (Standard III), and participatory governance (Standard IV). The Moreno Valley Campus engages in intra-campus dialogue, inter-campus dialogue, and dialogue with the communities we serve.

Using the organizational structure that has been described in the previous essay, the whole campus community is involved in the strategic planning process and thus in self-reflective dialogue about student learning and institutional processes. This formal structure complements a culture of openness that operates at many levels on campus. Dialogue and input from the whole campus community were integral to the development of Moreno Valley Campus Mission Statement. Informal dialogue occurs at meetings and retreats held throughout the academic year among various sectors of the Moreno Valley Campus community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Academic Planning Council meetings
- Academic Senate
- Strategic Planning Committee and Sub-Committee meetings
- staff meetings (admissions, counseling, student services, library)
- administrative meetings
- Occupational Education meetings and retreats
- FLEX day retreats
- online forums and discussion boards.

Moreno Valley faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as forums for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. Most recently, the vice-president of educational services has inaugurated Wednesday afternoon open-door meetings. Throughout the self-study, dialogue occurred in a variety of modes: through online communications on WebCT and email, in Standard committee face-to-face meetings, and twice-weekly focus group discussions.

**DIALOGUE
(Continued)**

The Moreno Valley Campus communicates with its sister campuses through an inter-campus committee structure. District-wide discipline meetings promoting dialogue among members from different campuses are held at least twice yearly to assure integrity of student learning outcomes for each discipline as identified by program review and to encourage development, assessment, and revision, when necessary, of course SLOs. The District Assessment, Program Review, and Curriculum Committees are instrumental in the work of maintaining the one-curriculum concept throughout the district. Campus FLEX day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution. The Office of Institutional Research not only provides the state chancellor's office with mandatory data reports, but also communicates with each campus and assists with data requests for program review. The campus Academic Senate, Academic Planning Council, and Strategic Planning Committee all have district counterparts to encourage communication and collaboration among the campuses. Regular district-wide meetings of non-instructional program administrators (student services, library/learning resources, and facilities, for example) provide further essential avenues for input into student and institutional needs.

Dialogue with the community is achieved through regular meetings with our Moreno Valley Community Partners group. The Moreno Valley Campus advisory committees for occupational programs embrace inclusive, informed, and intentional dialogue. These occupational advisory committees are made up of both college personnel and area representatives in the fields involved and meetings are convened at least once a year to review each program. As required by the educational statutes, occupational programs at Moreno Valley Campus rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and vocational courses. Often community involvement is integral to the program, such as the Early Childhood Education (ECE) program, in which the childcare infrastructure in the local community relies primarily on the Moreno Valley Campus to provide trained personnel. Another example is the Dental Hygiene program; it was designed and developed in close consultation with its advisory committee and in direct response to the needs of the local dental community.

**INSTITUTIONAL
INTEGRITY**

The Moreno Valley Campus, as a part of the larger institution, the Riverside Community College District, strives to maintain and promote institutional integrity. Promoting real tolerance and appreciation of diversity is part of the fundamental educational mission of any college that seeks to educate the whole person. This is especially important at the Moreno Valley Campus, which is the most ethnically diverse campus of the Riverside Community College District.

The campus values equity and diversity in regards to its students, faculty, and staff. The faculty and staff reflect the commitment to diversity in hiring. Moreno Valley staff, faculty, and administrators receive diversity training prior to participating on hiring committees. The non-discrimination policy listed in the catalog is given in both English and Spanish; it also appears in the student handbook and in the course schedules. (Application for admission is available in both English and Spanish on the district website.)

Campus and district publications are accessible, appropriate and well presented. The district catalog, updated yearly, provides information about educational courses, pro-

INSTITUTIONAL
INTEGRITY
(Continued)

grams, and transfer policies. The Moreno Valley Campus considers this document a contract with our students and adheres to published information as an indicator of our institutional integrity. Curricular patterns for all degrees and certificates are published in the catalog and provided on the district website. The district schedule of classes, published each semester and inter-session, includes separate sections for course offerings at each campus.

Course syllabi are distributed by instructors to their students at the beginning of each semester. The syllabi are also filed with the instructional department specialists. The Faculty Survival Guide itemizes what a good syllabus contains, which includes student learning outcomes and a notice of services available for students with documented disabilities. Similar information on best practices for syllabi is available on the 4faculty.org website. The campus and district websites provide students with easy access to most of the information they might need, including open classes, application resources, and PDF versions of the catalog and the schedule. The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the campus counselors. Additionally, the Student Handbook includes a paragraph on academic freedom that stipulates the student's freedom from "unlawful discrimination" and the student's "right to learn."

The Faculty Handbook includes the Board endorsed academic freedom statement. The statement addresses the rights and responsibilities of the faculty, including their responsibility to protect the academic freedom of students. The Senate Code of Ethics for faculty was adapted from the American Association of University Professors' Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968). The campus also adheres to Board of Trustees policies that deal with discrimination, harassment, and nepotism.

The Moreno Valley Campus expects academic honesty on the part of students. The Student Handbook includes a statement that describes expectations of student honesty, defines plagiarism and cheating, and specifies the disciplinary consequences of academic dishonesty. Many instructors include references to plagiarism and cheating in their syllabi.

Moreno Valley Campus Student Service programs and activities include a number of initiatives that focus specifically on reaching out to diverse student populations, further illustration of our commitment to institutional integrity. Such programs as Disabled Student Services, the Educational Talent Search, Outreach, and Extended Opportunity Programs & Services, Title V Cooperative Grant Programs, the Puente Program, and the Renaissance Scholars demonstrate some of the ways the Moreno Valley Campus provides the services to our community described in our mission statement. The Campus also sponsors clubs and organizations representing gender, religious, sexual orientation, and ethnic diversity.

Institutional integrity is also demonstrated in the manner in which the district and the campus treat employees. Board Policy 3099/4099 covers fairness in hiring procedures for full-time faculty, classified and confidential staff, managers and administrators. This policy encompasses the following: Steps for Recruitment and Hiring, Dissemination of the Affirmative Action and Staff Diversity Policy, Complaint and Grievance Procedure and Protection Against Retaliation. Faculty pay is determined by contract and is clearly defined. Board policy requires a "wide dissemination of job announcements" and details

INSTITUTIONAL
INTEGRITY
(Continued)

requirements to assure that women, minorities, and underrepresented groups receive notification.

References to this theme are found throughout the Self-Study. The integrity with which we carry out our mission of offering academic programs and student support defines the Moreno Valley Campus.

STANDARD I:

Institutional Mission and Effectiveness



Standard I

Coordinating Chair: **James Namekata**, Associate Professor

I. Institutional Mission and Effectiveness

James Namekata, Chair, Associate Professor, Mathematics
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Patricia Bufalino, Interim Dean of Instruction
Maureen Chavez, Director, Title V
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Irving Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Tracy Jalensky, Student Financial Services Support Specialist
Fen Johnson, Assistant Professor, Mathematics
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Diane Marsh, Associate Professor, Chemistry
Shawanna McLaughlin, Student
Delores, Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
Peggie Negrete, Instructional Department Specialist
Mark Palencia, Custodian
Carmen Payne, Secretary IV, Health Sciences
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jessica Rivera, Student
Clint Sandusky, Senior Officer, College Safety and Police
Richard Tworek, President Emeritus
Adviye Tolunay, Instructor, Psychology
Kellie Wells, Clerk Typist, Emergency Medical Services Program
Edd Williams, Associate Professor, English

STANDARD I: INSTITUTIONAL MISSION & EFFECTIVENESS

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

STANDARD I.A: INSTITUTIONAL 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.

DESCRIPTION

The mission statement of the Moreno Valley Campus, approved by the Board of Trustees on June 20, 2006, is as follows:

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation.

The statement emphasizes a commitment to "life-long learning" for "all" members of our community "who can benefit" from the wide range of listed programs: "baccalaureate transfer, professional, pre-professional, and pre-collegiate," as well as the MVC's distinctive offerings in "health and public service preparation."

EVALUATION

We believe this standard is met.

PLAN

- The mission statement will be regularly reviewed by the Moreno Valley Campus Strategic Planning Committee and recommended changes submitted to the Board of Trustees for their approval.

.....

I.A.1.

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

.....

DESCRIPTION

As a campus of Riverside Community College, the future Moreno Valley College had a sense of mission before it had its own mission statement. The Moreno Valley Campus of RCCD opened its doors in 1991 in order to accommodate the explosive growth of Moreno Valley and nearby communities to the east and south of Riverside. Indeed, Moreno Valley went from being a collection of farming communities to its current status as the second largest city in Riverside County. The Moreno Valley Campus thus addressed this need for a convenient location in the community.¹ In fall 2006, Moreno Valley Campus enrolled 2,508 full-time equivalent students (8,588 duplicated headcount).

As the Moreno Valley Campus matured in the 1990s, it actively addressed the distinct and varied educational needs of its specific population and the technological and economic demands of the growing community. We immediately set out to provide a full-service, well-rounded transfer curriculum and have steadily increased the range and variety of offerings.² Transfer-level offerings not only lead to greater job opportunities for our students, but they provide the foundations of knowledge, cultural awareness, and critical thinking so vital for quality of life and democratic citizenship. This cultural role of any community college is especially important in our new expanding suburban community, where newcomers' roots are still shallow and a sense of local identity is only just emerging. Moreover, given the demographic profile of the population moving into the Moreno Valley service area, the campus recognized from the outset its vital role in providing the community with strong offerings in pre-collegiate basic skills. (Almost 40 percent of the residents of Perris—part of the MVC service area—have not graduated from high school.³)

Over the course of the 1990s, and on into the new millennium, the Moreno Valley Campus developed special strengths in Health, Human, and Public Services. This distinctive emphasis was partly a response to the relocation of the Riverside County Hospital to a site just 2.5 miles from campus. The hospital, a 520,000-square-foot facility, has become an important partner and educational resource. In addition, studies such as the site survey conducted by the Economic Development Agency in 1997 indicated the need for training programs in health fields.⁴ Expanding job opportunities related to the new hospital, now called the Riverside County Regional Medical Center, as well as commitment of faculty and staff, have made this programmatic focus highly successful and given the Moreno Valley Campus a distinctive character and a vital role in the region.

In accordance with the Riverside Community College mission and Master Plan, the campus has developed curricular and site partnerships which address staffing needs identified at our partner organizations, including healthcare technicians, physician assistants, biotechnology workers, dental hygienists, human services professionals, bilingual interpreters, and other

emerging occupations. Our faculty have designed comprehensive curricula encompassing needed skills and implemented innovative field observation modules utilizing potential employers.

Programs, representative of community partnerships, include

- Community Interpretation in Spanish
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Emergency Medical Services (Paramedic and EMT)
- Healthcare Technician
- Human Services
- Medical Assisting and Transcription
- Physician Assistant.⁵

The campus also oversees the public services programs coordinated through the Ben Clark Public Safety Training Center:

- Law Enforcement
- Fire Technology.

Because many of these professional programs have entry prerequisites, they have spurred the development of our pre-collegiate, pre-professional, and transfer offerings. Thus, by 2001, at the time of the District's last accreditation self-study, the Moreno Valley Campus already had a broad, dynamic, learner-centered curriculum. With a clear view of our future as Moreno Valley College, we were ready to formalize a college mission statement.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

.....

I.A.2.

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

.....

DESCRIPTION

The Riverside Community College District Board of Trustees approved the Moreno Valley Campus mission statement on June 20, 2006. The recently approved mission statement is published in the Moreno Valley Academic Master Plan and on the Moreno Valley Campus website. In addition, it is contained in all major campus publications published since June 2006, including the catalog, the Fact Book, The Faculty Survival Guide, and the Strategic Planning Process 2001-2006. All proposed future changes and revisions to this mission statement will be approved by the Board of Trustees.

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.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

DESCRIPTION

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Moreno Valley Campus has engaged in significant dialogue to achieve this goal.

Dialogue and input from the whole campus community was integral to the development of MVC's current mission statement. As early as December 1999, the Moreno Valley Campus Accreditation Committee proposed a "shadow box" mission statement as a part of its contribution to the Riverside Community College self-study.⁶ Between 2000 and 2004, the proposed mission statement was shared with the entire campus community and area community partners. This led to changes in the statement that were reflected in the version that was included in the Eligibility Application for College Status, submitted to ACCJC on May 6, 2004, and subsequently approved.⁷

In 2005, development of the Mission Statement became part of the MVC's overall strategic planning process in preparation for the current accreditation process. On May 12, the discussion of the Mission Statement at the Moreno Valley Strategic Planning Committee (MVSPC) resulted in a charge to the Subcommittee on Institutional Effectiveness to survey all segments of the MVC community and report back to the MVSPC.⁸

In the fall of 2005, the Subcommittee on Institutional Effectiveness circulated two versions of the mission statement among all members of the MVC community—faculty and staff—via campus email and invited responses and suggestions. Based on the responses it received, the subcommittee made a recommendation to the MVSPC in November, and the version accepted by the Strategic Planning Committee was distributed for campus-wide review and refinement.⁹ In December 2005, the MVC Academic Senate made minor modifications and the revised proposal¹⁰ was subsequently approved by the MVSPC.¹¹

In March 2006, the Riverside Community College District Strategic Planning Committee reviewed Moreno Valley's mission statement and recommended that it be forwarded to the Board of Trustees. The Board of Trustees suggested that the MVSPC reconsider the adopted statement and add wording to more clearly indicate our commitment to providing student

services. In April, the MVSPC adopted the proposed change and sent the amended version of the mission statement to the Board of Trustees for approval.¹²

The Board of Trustees requested revisions of the mission statement at the April meeting. Discussion took place among various campus leaders about how to incorporate the suggested changes. Two versions of the mission statement were then forwarded to the MVSPC in June and the final version was approved.¹³ The RCCD Board of Trustees approved Moreno Valley College Mission Statement on June 20, 2006.¹⁴

As a dynamic and responsive institution, the future Moreno Valley College will use the strategic planning process to routinely review its mission statement.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

I.A.4.

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

DESCRIPTION

As demonstrated in I.A.3 above, Moreno Valley Campus has integrated review of the campus mission into its strategic planning process, as overseen by the Moreno Valley Campus Strategic Planning Committee, in consultation with the Faculty Senate and other stake-holding groups both on campus and in the community. Thus, Moreno Valley Campus has put review of its mission at the center of its entire planning and decision-making process.

As discussed in I.B below, strategic planning is driven by program review, and program review requires the alignment of learning programs, student services, and planning with the mission of the college. Likewise, campus administration, with its strong leadership in health, human, and public services as well as its commitment to basic skills and a broad transfer curriculum, supports and serves Moreno Valley's mission.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

STANDARD I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

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

DESCRIPTION

The Moreno Valley Campus's current efforts to improve student learning are intertwined with the history of Riverside Community College District's response to the ACCJC recommendations from the last Self Study cycle, completed in 2001.¹⁵ Especially pertinent to Standard IB is Recommendation 2, which asked RCCD to "formalize and make known to the college community its developing strategic planning process, which should integrate educational, financial, and human resource planning, provide for involvement of faculty, staff, and students, and effectively involve all three campuses." Moreover, "[t]he 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."

In short, the Commission asked for a more integrated and open strategic planning process that is responsive to the results of systematic program reviews. A review of the recent history at RCCD and MVC shows the evolution of the alignment between strategic planning and program review.

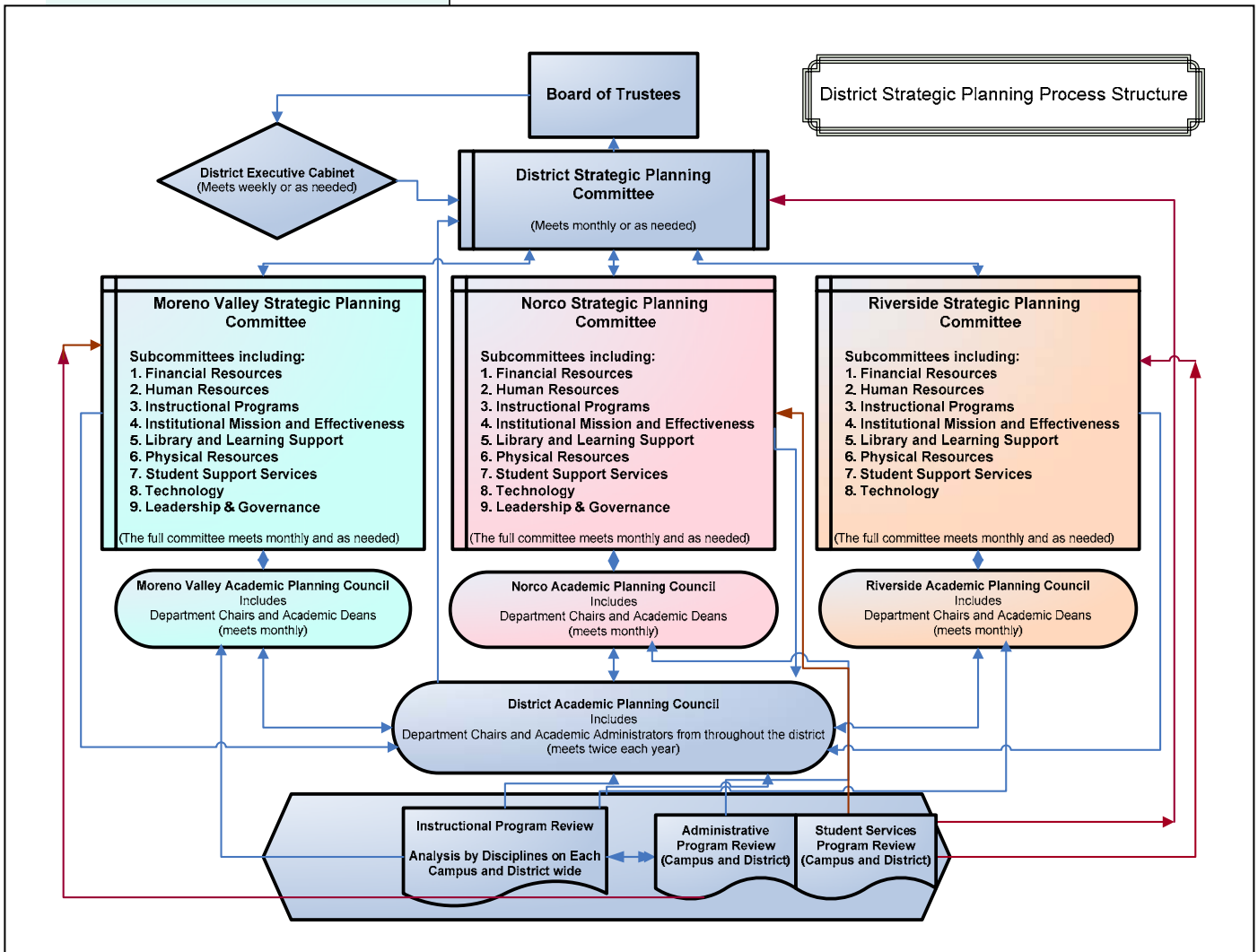
History of Strategic Planning Development since 2001

Since 2001, the RCC District and its campuses have been working to develop a systematic cycle of assessment, planning, and review that is driven by the goals of student learning and success.¹⁶ The district took the first step toward a learner-centered planning culture when, after much review and discussion, the RCCD Board of Trustees adopted a Curriculum-Centered Strategic Planning Model in March 2002.¹⁷ This model, designed in consultation with the firm Dolence and Associates, provided a detailed Learner-Centered Curriculum Framework for strategic planning. This learner-centered framework was explored and refined through broad-based, district-wide dialogue, overseen by the District Strategic Planning Committee.¹⁸ Several Academic Senate / Administration retreats explored the model and its implications. On the Moreno Valley Campus, the new framework was presented and discussed at faculty retreats: the Moreno Valley dean of instruction and department chairs provided an orientation in fall 2001, and Dr. Michael Dolence presented the model to Moreno Valley faculty in spring 2002. In addition,

copies of the model were broadly distributed via the web and campus mailboxes.

The first phase of planning culminated in two key developments. First, the Board of Trustees approved the Strategic Plan 2003-2004, which provided ongoing guidance to district planning efforts through eleven strategies.¹⁹ Second, and more importantly in the long run, the Board adopted a resolution calling for commitment to “one district-wide curriculum and one student contract.”²⁰ This resolution clarified the future of curriculum development in the District and thus assured continuity and flexibility for learners in the future three-college system.

Phase two of the district’s strategic planning development, which began roughly in 2004, and which in some respects is still underway, saw the establishment of a district-wide organizational structure that is designed to make learner-based program review the engine that drives strategic planning. As illustrated in the accompanying flowchart of the district strategic planning process structure, strategic planning at both the college and district levels is intended to start with the academic disciplines and departments. District-wide disciplines conduct their program reviews, which then pass through college-based academic departments.



Department chairs at Moreno Valley then meet with the campus academic dean, and this group—the campus Academic Planning Council—prioritizes the academic needs. Next, the Academic Planning Council consults with the Moreno Valley Campus Strategic Planning Committee to determine how to organize and allocate campus resources in order to meet the needs originally formulated in the program reviews. An additional foundational element in program review is the Student Services program review process.

Much was learned from the first round of what is now often referred to as “comprehensive” instructional program review. As a reflection of the commitment to one curriculum across the district many reviews were done by disciplines and programs from a district-wide perspective. This presented a challenge for campus-based planning and budgeting because it occurred only once every four years and did not clearly address short term planning and budgeting needs. This recognition led to the Annual Program Review Process which was completed by 45 disciplines and programs on the Moreno Valley campus in spring 2007. These reviews focus on a resource needs assessment and an annual update on student learning outcomes assessment work. The resource needs assessment is designed to integrate into the strategic planning process.

Another important observation that surfaced during the first round of comprehensive instructional program review was the absence of a thorough administrative unit program review process requiring that administrative units respond to the resource and other needs assessments found in the instructional and student services reports. The development of this process in winter 2007 and its subsequent implementation in summer 2007 will provide the feedback loop, accountability, and administrative unit assessment necessary to make the program review process data driven and efficacious.

Ultimately, the whole planning process is intended to be learner centered and faculty driven. Faculty are responsible for the discipline-based program reviews, which assess learner needs. Likewise, about half of the voting members on the Strategic Planning Committee are faculty, with other members representing the staff, students, and administration. The flowchart above, however, does not reflect the role of the faculty senate. Because the senate oversees all matters of instruction, instructional program review is in fact under the senate’s purview.

By 2005, the district saw more clearly its own needs and goals and shifted to a new, internally-generated strategic planning model which remains reflective of the learner-centered design. In October 2005, the Office of the Vice Chancellor of Academic Affairs and the district senate jointly issued the RCCD Strategic Initiatives for 2005-2010,²¹ which set out specific, district-wide goals for improved institutional effectiveness in the following areas:

- 1) student access
- 2) course retention

- 3) successful course completion
- 4) student persistence
- 5) student learning outcomes
- 6) awards, certificates, and transfers
- 7) quality of the student experience
- 8) comprehensive enrollment management.

As documented in the Fact Book, the Moreno Valley Campus disseminated and reviewed the initiatives in a number of on-campus forums in order to develop a campus-specific response to each goal. Each response included a campus target goal, the challenge to achieving the goal, a responsible person, and a set of strategies for achieving the target.²² One year later, the initiatives were reviewed by the strategic planning subcommittees, the Academic Senate, and the campus at large; data on recent outcomes had been incorporated and the “responsible person” designation was changed to a responsible strategic planning subcommittee. The initiatives were then approved by the Moreno Valley Strategic Planning Committee and the District Strategic Planning Committee.

This latest phase of strategic planning has also produced a District Academic Master Plan, a new Program Development Process, and a revised Faculty Hiring Process.²³

The Moreno Valley Strategic Planning Process

Each Campus, in accord with the District Strategic Plan, established its own Strategic Planning Committee. The Moreno Valley Strategic Planning Committee (MVSPC) replaced its earlier Site Committee and met for the first time on May 24, 2004. It has held regular monthly meetings ever since.²⁴

The MVSPC began to develop its subcommittee structure in November 2004. Following through on district-wide discussions dating as far back as 2000, the committee aimed to align its subcommittees with the accreditation standards, so that the strategic planning subcommittees could also function as accreditation subcommittees. After some adjustments, the subcommittees currently number nine and are as follows (with the corresponding accreditation standard in parentheses):

- Institutional Mission and Effectiveness (I)
- Instructional Programs and Strategic Enrollment Management (IIA)
- Student Support Services (IIB)
- Library and Learning Support (IIC)
- Human Resources (IIIA)
- Physical Resources (IIIB)
- Technology (IIIC)
- Financial Resources (IIID)
- Governance (IV)

As currently conceived, the Accreditation Steering Committee will exist cyclically, with the approach of each accreditation cycle, although there is discussion of keeping it ongoing. The faculty senate has a link to the Strategic Planning Committee through participation in the Governance Subcommittee. Each subcommittee comprises faculty, staff, and student representatives.

The subcommittee system is young and still developing. The first effort to use the subcommittee structure was in the development of the college mission statement, which began in May of 2005.²⁵ Next, during 2006, the strategic planning subcommittees functioned chiefly in their secondary role as accreditation subcommittees. As a result, the self-study process has provided both training for and a test of the subcommittee structure. The accreditation steering committee—led by a faculty co-chair (an associate professor of mathematics) and an administrative co-chair (the vice-president of educational services)—has overseen the self-study project. The first step was to inform faculty and staff about their central role in the strategic planning structure. Participation in the strategic planning subcommittees continued to expand over the course of the year 2006.

In the spring of 2006, the accreditation subcommittees began gathering evidence and developing ideas for the self study, both in face-to-face meetings and through a WebCT online “course” set up for that purpose by the faculty coordinator of the Accreditation Steering Committee. During the fall of 2006, the Accreditation Steering Committee reviewed a different accreditation standard each week, convening with those subcommittees involved with that standard.²⁶ On one level, the meetings were intended as occasions for the subcommittees to contribute data and facts to the draft in process. At the same time, the meetings have promoted dialogue and reflection about the developing organizational structure of our college (and of the district). As a result, faculty and staff have become more knowledgeable about and involved in the strategic planning process. With steering committee leadership, accreditation dialogues on campus led to a shared understanding of the importance of integrating program review with strategic planning.

Thus, the flowchart of the district strategic planning process structure is merely the starting point for discussion. The dominant model at this point is one in which the needs identified by program review (instructional reviews feed administrative unit and student services program reviews appropriate) are advanced to the appropriate strategic planning subcommittees. For example, a new building proposal goes to the facilities subcommittee which studies the need, gathers data, and brings a recommendation to the strategic planning committee. The strategic planning committee then votes on the recommendation.

Program Review since 2001

Meanwhile, the District has been developing and implementing its program review process. As reported in the District Master Plan,²⁷ the program

review process was revised in 2000-01 so as to focus on student learning outcomes and assessment. As a follow-up to a discussion at the District Academic Planning Council meeting (11/2000), a committee of faculty and administrators was formed to revise the district's Program Assessment and Planning Process.²⁸ The committee's work was discussed at a district Academic Senate meeting in April 2001.²⁹ The committee emphasized five principles in the design and implementation of the self-study process: flexibility, collegiality, relevance, practicality, and effectiveness.³⁰ When the Academic Senate indicated that it would like to see the linkages among self-study, planning, and budgeting clearly defined, the Assessment Committee revised the process and conducted a pilot test in Spring 2002. The results of the pilot test led to further modifications in what has become an ongoing revision and improvement of the program review process. Indeed, units conducting program review are asked to submit recommendations for enhancing the self-study design, so that evaluation of the mechanism itself is an integral part of the program review process. Clear guidelines for units to follow in conducting their program reviews are laid out in the Instructional Program Review: Self-study Resource Guide, most recently revised in January 2007. As of spring 2007, all Moreno Valley instructional units and district disciplines have completed one round of program review following the new focus on assessment of student learning outcomes.³¹ These documents will address specific resource needs for each unit on each campus. Instructional program reviews also help guide student services and administrative units in their program reviews, which are due in September 2007.

The two pillars of instructional program review are assessment of student needs and assessment of student success. As for student needs, the program review process asks the instructional unit to carry out an environmental scan to assess the nature of its student population and the educational needs that the unit can provide.

Though traditional measures of student success—course completion, matriculation, graduation, transfer, employment—continue to play a role in program review, the key measure of success has now shifted to student learning outcomes (SLOs): Are students actually mastering the stated learning outcomes of the course? Since the last Accreditation Self-Study, the district's Course Outlines of Record have been revised to incorporate SLOs.³² Moreover, the program review guide directs disciplines to "develop a student learning outcomes assessment plan."

Dialogue and faculty support for SLO assessment have been spearheaded by the District Assessment Committee (DAC).³³ The DAC, established during 2000 in the wake of the last accreditation self-study, was formed under the auspices of the RCCD Academic Senate. It is co-chaired by the Associate Vice Chancellor for Institutional Effectiveness and a faculty member with 50-percent reassigned time. Currently, each campus, through its Academic Senate, elects two faculty members to the committee. These six faculty representatives constitute the voting membership of the committee. Because the committee encourages faculty participation,

typically 10 to 15 faculty—from all campuses and a range of disciplines—attend meetings. Also participating are the Title 5 assessment specialists from each campus and at least one staff person from Institutional Research.

The Assessment Committee has always been closely affiliated with the Program Review Committee. Both committees meet monthly. Further, up to this point the same administrator has co-chaired both meetings, and the faculty co-chair of each committee serves on the other committee as well.

The committee has taken three special steps to encourage faculty involvement in and acceptance of outcomes-based assessment. First, the committee did not publish minutes of its early meetings. While this lack of documentation may seem troublesome, the committee wanted to encourage the kind of freedom of expression among its faculty participants that public minutes tend to inhibit. Second, and somewhat in conflict with the accreditation standards, the committee believes that its efforts to sell assessment to faculty would have been nearly impossible if instructors perceived outcomes-based assessment as a method of evaluating individual teaching performances. Accordingly, the committee has consistently advocated (as have most assessment theorists) a separation of outcomes assessment from formal evaluation processes. The goal is to use outcomes assessment to improve instruction and learning. Therefore, achievement of learning outcomes is evaluated in the aggregate, as part of program review projects conducted by subcommittees made up of the discipline members themselves. Subcommittee reports, disseminated and discussed at discipline meetings, provide individual instructors with guidelines for improving their instruction. Third, the committee has conducted numerous FLEX workshops and other presentations for faculty precisely to promote the educated involvement necessary for the success of outcomes-based assessment. The committee's website provides faculty with resources and information.³⁴

The institutional shift to outcomes-based assessment is well underway. All programs are attending to outcomes assessment. For example, Moreno Valley Campus's three nationally accredited professional programs—Physician Assistant, Paramedic, and Dental Hygiene --have detailed assessment procedures. Academic disciplines are in varying stages of assessment development with Math and English providing leadership.³⁵ The assessment process has clearly arrived at the level of being a systematic and ongoing cycle:

- Assessment of courses and programs is now a required part of the program review process.
- Institution-level outcomes are being assessed, with general education outcomes defined and indirectly assessed through student surveys.
- Program-level outcomes are beginning to be defined and assessed, particularly in the occupational disciplines.

- The Assessment Committee has begun to develop a comprehensive set of measures and processes that will enable the district to report on, assess, and improve its effectiveness.

Based on its determination of student needs and its assessment of student learning, a discipline's comprehensive program review—which occurs every four years and focuses on teaching and learning—can help guide the annual program review assessment of a discipline's particular needs in all areas: faculty development, equipment, hiring, and so forth. The annual review is completed by disciplines on each campus, thus allowing the findings to feed into budget and strategic planning considerations for that campus.

Linking Program Review to Strategic Planning

The institution, while acting in good faith with a view to our educational mission, lacked a clearly articulated relationship between the needs of instructional programs on the one hand, and institutional planning and decision making on the other. The new processes for both strategic planning and program review have been developed precisely to establish a transparent connection between student learning needs and institutional actions. Because both processes are so new, it remains to be seen to what extent outcomes-based program review will effectively guide strategic planning.

The strategic planning process has built-in procedures for self-evaluation and critique. The strategic planning process, as presented above, is designed to incorporate back-and-forth feedback between the Moreno Valley Strategic Planning Committee and the Moreno Valley Academic Planning Council, which represents the departments. And the broad representation of campus constituencies on the strategic planning subcommittees—as well as the committee itself—means that the whole campus community is able to monitor the decision-making process. Likewise, arrows on the flow chart run in both directions between the campus and the district, so that the process would seem to allow for campus monitoring of district decisions, especially since the District Strategic Planning Committee includes representatives from each of the district campuses: the president and the two strategic planning co-chairs.

EVALUATION

We believe this standard is met. As part of the ongoing program review revision processes, mechanisms for institutional follow-through are being incorporated. The new administrative program review process is designed to include such mechanisms, but their efficacy will not be tested until fall 2007. The campus will need to monitor these processes and, if necessary, revise them for increased effectiveness.

The Moreno Valley Campus has worked hard to develop a viable process for making sure we are effectively fulfilling our educational mission. Participants in the self-study meetings have grappled with a number of challenges to this process. Most fundamental, as already suggested, is the challenge of getting full and active participation in the subcommittees. The self-study process may be helping to overcome that challenge, but obstacles remain. Some have suggested that nine subcommittees spread an already overextended faculty and staff too thin. At the same time, there are no consequences for non-participation; faculty find themselves in the position of having to choose between attending all their meetings or skipping some meetings in order to attend to their primary obligation—instruction. Thus, it has been suggested that we should develop a system that imposes fewer committee commitments but makes those commitments mandatory. In addition, as a growing campus, a low ratio of full-time to part-time faculty means that full-time faculty are often spread thin in their committee assignments. Others suggest that the problem is not as acute as it may seem and that some faculty are overextended simply because others are not sufficiently involved. A clearer accounting of faculty commitments is underway.

Another challenge is getting all constituents into the decision-making loop while retaining efficiency and decisiveness. That is, how do we make sure that the process is both fully participatory and effective? Since the academic senate has the responsibility for policies on “academic and professional matters” (as mandated by A.B. 1725 and specified in the Moreno Valley Academic Senate Constitution), it clearly needs to be integrally involved in the process that links academic program review to strategic planning decisions. The strategic planning subcommittee structure acknowledges this to an extent in that the senate has representation on the Governance Subcommittee of the Strategic Planning Committee. The process needs to assure that the senate is informed and involved in all deliberations involving academic and professional matters.

A third challenge involves the question of long-run versus short-run decisions. As currently conceived, the Moreno Valley Strategic Planning Committee is best suited to decisions that occur on a yearly cycle (for example, equipment outlays, new faculty hires, building modifications) or longer. Self-study discussions have raised the requirement for a process of dealing with unplanned, immediate needs, but the exact mechanism, and its relation to strategic planning, has yet to be articulated.

Finally, the ability of program review to drive strategic planning and institutional decision making remains tenuous unless the campus or the district develops a process of answerability—a formal procedure for responding to program reviews.

PLAN

- The dean of instruction in cooperation with the Academic Senate president will conduct a survey of faculty non-instructional

commitments—including participation in committees. The results of the survey could then aid in the evaluation faculty commitments.

- The Academic Senate, Academic Planning Council, and the MVSPC, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships. (See Standard IV.A.)
- The faculty co-chair of the Moreno Valley Strategic Planning Committee will put on the committee's agenda the question of how to address strategic opportunities that require a quick decision.

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I.B.1.

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

.....

DESCRIPTION

A Culture of Openness

As the discussion above has indicated, the whole campus community is involved in the strategic planning process and thus in collegial, self-reflective dialogue about student learning and institutional processes. This formal structure complements a culture of openness that operates at many levels on campus. Most recently, the vice-president of Educational Services has inaugurated Wednesday afternoon open door meetings. And informal dialogue occurs at meetings and retreats held throughout the academic year among all sectors of the Moreno Valley Campus community, including

- all-faculty meetings and retreats
- discipline and department meetings
- Academic Planning Council meetings
- Strategic Planning Committee and Sub-Committee meetings
- Student Services staff meetings
- Educational Services meetings
- Library staff meetings
- administrative meetings (for example the president's Management Council and the president's cabinet)
- Occupational Education meetings and retreats;
- FLEX day retreats
- online forums and discussion boards.

Moreno Valley faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as a forum for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. District-wide discipline meetings promoting dialogue among members from different campuses assure integrity of student learning outcomes for each discipline as identified by Program Review and encourage development, assessment, and revision of course student learning outcomes. Campus FLEX day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution.

Meetings of admissions, counseling, student services and library staff, administrators, and occupational advisory groups comprised of faculty and industry leaders, provide further essential avenues for continuing input into student and institutional needs.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

I.B.2.

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

DESCRIPTION

As discussed above, program review and strategic planning processes, guided by the mission statement, are the chief formal mechanisms for developing, articulating, and implementing goals at the Moreno Valley Campus.

Non-instructional units, likewise, express their goals through their program reviews. The strategic planning process is responsible for monitoring the connection between the program reviews of non-instructional units and the instructional mission of the campus. In addition, the newly organized administrative structure of the campus, by putting student services and academic programs under the purview of a single administrator—the vice-president of educational services—reinforces the connection between all student learning and services.

As detailed above, the Moreno Valley Campus has responded to the district's strategic initiatives with clearly articulated and measurable goals for each of the eight initiatives.³⁶

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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I.B.3.

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

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DESCRIPTION

As we have seen, strategic planning and program review cycles are the chief mechanisms for integrated planning.

Effectively developing, implementing, and assessing goals requires data that are accurate, pertinent, meaningful, timely, and available. The availability of data for program review has improved thanks to the development of an explicit feedback loop in the program review process, fostering a responsive relation between what departments need and what district data collection services provide. Notably, the district distributed its first annual Fact Book in December 2006 and a revision in April 2007. The Fact Book provides in one place a wealth of information useful to many college constituents.

The Office of Institutional Research provides data to the campus:

- curriculum history by semester and time-of-day
- current and historical course enrollment by headcount and FTES (other demographic information available upon request)
- student cumulative GPAs by course
- retention by course
- retention vs. successful completion data for students who meet the advisory (if one exists) and for those who do not
- percentage of successful completion by course and by student type
- current and historical count of graduates by student type
- current and historical count of transfers by student type
- weekly student contact hours/FTE per semester
- average class sizes
- percentage of courses taught by full- and part-time faculty
- ratio of part-time faculty to full-time faculty and the percent of FTES taught per part-time faculty
- Community College Student Experiences Questionnaire (CCSTEQ)
- enrollment data including fill ratios.

Apart from the data collected by disciplines as part of their program review assessment plans, SLO data is collected for the Moreno Valley Campus in conjunction with the Title V grant. The Outcomes Assessment Specialist funded through Title V collects data on low income, at-risk, and Hispanic students involved in innovative teaching and/or support services interventions. These interventions are usually implemented for students involved in remedial English, reading, and math courses.

Staff reviews, tenure track faculty reviews, and part-time faculty reviews also provide quantitative information on the quality of instruction being provided, as does qualitative feedback from students and peers on the effectiveness of the instruction.

Effective enrollment management is likewise supported by timely data. The Assessment Center provides placement data twice a year to help departments plan their course offerings. Daily headcount and space reports are sent out via e-mail. Weekly headcount reports and other data are produced and made available through a password protected website. These data give a responsive snapshot of student demographics for decision making at district and campus levels.

In addition to providing data internally, the district Offices of Institutional Research and Institutional Reporting also report data to and gather data from external entities. Institutional Reporting submits data to the California Chancellor's Management Information Services Office annually and per term for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. These data are summarized on the "Data Mart" offered in an adaptable query-based format available through the state Chancellor's Office website. These data are also distributed to all department chairs.

The Integrated Postsecondary Educational Data System (IPEDS) requires RCCD to submit data involving institutional characteristics, employee information, financial aid, and student outcomes. These data are compiled by the National Center for Educational Statistics (NCES) and provide a database that can be used to compare peer institutions for benchmarking purposes.

EVALUATION

We believe this standard is met. We recognize, however, the need and interest in expanded training related to classroom assessment and data analysis. In addition, as the campus expands its facility to utilize data effectively, we anticipate there will be a growing demand by faculty to accommodate their campus-based research requests.

PLAN

- The vice president of educational services, in consultation with the district Office of Institutional Effectiveness, will continue to expand data resources available on campus to support classroom assessment.

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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.

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DESCRIPTION

As noted and described in I.B and I.B.1, the Moreno Valley Campus encourages input from all constituencies by offering participation at all levels of the institution. All constituents—students, staff, administration, full and part time faculty—are encouraged to participate in a variety of committees and meetings. Notably, the strategic planning process involves constituents on campus, instructional program review is driven by faculty, and non-instructional staff contribute to program reviews for student services and administrative units. Students also have input into campus decision-making through Associated Students of Riverside Community College (student government). Individuals represent their constituencies on the Academic Senate (campus and district), the Curriculum Committee (campus and district), as well as on the District Professional Growth & Sabbatical Leave, Faculty Development, Matriculation, District Assessment and Program Review Committees. These meetings are open to all members of Moreno Valley Campus. Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Moreno Valley are active on three or more committees. Active participation by all constituents at each level of the organizational structure is encouraged and welcomed. The planning process at Moreno Valley Campus is clearly broad-based and offers opportunities for input by faculty, staff, students, and administrators at several levels of planning for the institution.

The comprehensive and annual program review processes guide the planning and the identification of needed resources. District-wide instructional disciplines, occupational programs, and non-instructional units (for example, Student Services and Library/Learning Resources) complete self-studies in order to determine the resources needed to improve, enhance, or advance the discipline or program. Discipline program reviews then go to the appropriate campus department, which integrates the different disciplinary needs into its portion of the Moreno Valley Academic Master Plan.

Comprehensive discipline-based program reviews are supplemented by the annual campus-based program reviews. These annual reviews provide the information by which department chairs assist the deans and the vice president of educational services with the development of the annual academic budget. Detailed resource allocation is guided in part by the overall goals identified in the Academic Master Plan for each department.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs in the case of student services and administrative unit program reviews. The broad-based participation of all important decision-making and advisory units at the Moreno Valley Campus is designed to maximize institutional effectiveness.

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I.B.5.

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

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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DESCRIPTION

As discussed in I.B above (and in sections of II.A), the revised program review and curriculum development processes have established an outcomes-based approach to assessment, and disciplines have begun developing tools for assessing the degree to which students are achieving outcomes. As discussed more fully in II.A.3, the district has defined institutional-level student learning outcomes and has begun to develop tools for assessing them.

Moreno Valley Campus communicates matters of quality assurance to the state and federal agencies through the RCCD Office of Institutional Reporting. Additional reporting to high schools, other colleges and universities, workforce and business partners, the community at large, as well as its own faculty, staff, and students, is also done through the district. Specific information collected includes

- data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, headcount/ enrollment statistics
- data collected on faculty from student surveys of teaching effectiveness
- surveys taken from students regarding class scheduling preferences and quality of student experience
- program review self-studies that contain reports on outcomes assessment projects undertaken by disciplines.

The district is served by two data-collecting entities: the Office of Institutional Research and the Office of Institutional Reporting and Academic Services. The Office of Institutional Research employs three full-time researchers and a full-time administrative assistant. The Office of Institutional Reporting and Academic Services regularly reports data to the Integrated Postsecondary Educational Data System (IPEDS) as well as other mandated assessment reports to the federal government—for example, to comply with the Vocational and Technical Education Act (VTEA) and the Family Educational Rights and Privacy Act (FERPA)—and to the state government. A third office—the Office of Institutional Effectiveness (OIE)—coordinates research, planning, and other efforts in

support of campus needs. The OIE has three full-time and three part-time staff.

Besides complying with external quality assurance mandates, the Offices of Institutional Research and Institutional Reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The Fact Book, first published in November 2006 and updated April 2007, reports on various assessment-related trends and provides detailed demographic and economic information about the communities and students which are the concern of each of the district's three campuses.

In order to make data more accessible to faculty, as well as provide easier access to college-specific data, the District maintains an Institutional Research website and an Institutional Effectiveness website.³⁷ RCCD supports the use of data in all of its major decision-making processes.

Moreno Valley is in the third year (2006-2007) of a five-year Title V grant. The Title V office has a half-time outcomes assessment specialist who responds to research requests and completes the assessment and evaluation process for all Title V projects in support of institutional effectiveness. This grant has been augmented by an additional Title V Cooperative Grant, initiated in fall 2006.³⁸

EVALUATION

We believe this standard is met. Although in the early stages of the process, Moreno Valley Campus has begun to develop discipline- and department-based assessments of student learning outcomes.

The campus does well in reporting to the requisite national accrediting bodies for programs and to our feeder and transfer schools through CalPass. While district reporting to state and federal agencies is fulfilling standards, the campus could do more to communicate quality assurance to its service population.

PLAN

- The Strategic Planning Committee will investigate making campus data available in a meaningful and simple format on the campus website to our students and service population.
- The vice president of educational services, in collaboration with Institutional Research, will track the achievements of students after they leave the Moreno Valley Campus.

.....

I.B.6.

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

.....

DESCRIPTION

As described above in I.B, strategic planning—driven by the needs articulated in instructional program reviews and the academic master plan—is the central process at the Moreno Valley Campus for guiding decision making and allocation of resources to support effective student learning. Moreno Valley faculty, staff, and administration regularly review and modify plans at every level, and these modified plans—for example, annual program reviews—enter into the ongoing strategic planning process. Facilities and student services, which support student learning, integrate their own program reviews into this process, aligning their outcomes with the campus’s educational goals. At the district level, the Office of Institutional Research prepares annually mandated state and federal data reports; allocation of resources for all campuses is driven by this cyclical reporting of data as well as by program review data.

EVALUATION

We believe this standard is met. Instructional units are responsible for keeping track of what needs have been fulfilled. Units may ask again in subsequent program reviews for needs or resources that remain unmet. However, no formal comprehensive procedure up until this time has tracked and reported the degree to which needs are filled or recommendations are carried out. The Office of Institutional Effectiveness has recently developed an Administrative Unit Program Review Process that may address these concerns.

PLAN

- The Moreno Valley Strategic Planning Committee will consult with the Faculty Senate and the campus administration to evaluate the efficacy of the new Administrative Unit Program Review. This review will function as a report card to answer the question, “How did we do?”

.....

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

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DESCRIPTION

Systematic review and assessment of the effectiveness of the evaluation process for instructional programs, student support services and programs, and library and learning support services are conducted through the following mechanisms:

- Program Review reports for all these units
- District Assessment Committee review of assessment plans for instructional disciplines and non-instructional units
- District Assessment Committee annual review and revision of the assessment process
- Program Review Committee annual review and revision of the program review process.

Program Review and assessment processes themselves have been modified and revised over the past five years in an attempt to make them more responsive to the district and campus missions to promote student learning and increase institutional effectiveness. For example, the annual program review process addresses resource needs on each campus and asks for updates on assessment results. The non-instructional program review process asks non-instructional units to evaluate needs arising from discipline program review documents and report on how these needs are being addressed. All of this information is made available to planning committees who can consider how best to support these programs and assure responsiveness to needs.

EVALUATION

We believe this standard is met. The District Assessment Committee issued in the summer of 2006 its first annual report on the state of outcomes assessment.³⁹ This annual report will allow disciplines and programs to evaluate the degree to which the learning outcomes assessment process is succeeding and will thus contribute to the formulation of subsequent program reviews.

Assessment of institutional effectiveness is now also an integral part of the student services program review process.⁴⁰ During a district-wide retreat in the spring of 2005, student services personnel developed a timeline and designated staff responsible for four segments of their service-area program reviews:

- development of the program review incorporating the student learning outcomes (SLOs) and service area outcomes (SAOs)
- implementation of interventions to address these SLOs and SAOs
- implementation of the assessment process to evaluate the effect of the interventions on the SLOs and SAOs
- utilization of these results to make informed decisions and improve programs and services.

Step three--assessing the degree to which outcomes are achieved—provides the information essential to step four—evaluating and improving services.

We need to broaden this process of institutional self-assessment. Assessment of learning outcomes and student services could make up part of a more comprehensive institutional report card—one that responds directly to program reviews, strategic planning objectives, and the campus master plan. The report card would allow all units to evaluate the effectiveness of the institution, to diagnose why specific needs are not being met or specific goals not being achieved, and to make proposals for correcting or adjusting processes. To be an effective part of the strategic planning process, such a report card would need to be clear and timely. (See Standard IV.A as well.)

PLAN

- The Moreno Valley Strategic Planning Committee will stipulate in the institutional effectiveness review process (see Evaluation and Plan for I.B.6) that programs, disciplines, and all non-instructional units on campus are to receive the institutional report card in time for the next program review cycle.

¹ Conversion of Moreno Valley Center to a California Community College, May 2003.

² Schedule of Classes, 1991-2007.

³ Fact Book 2006, p. 8.

⁴ Site Survey done by the Economic Development Agency in 1997 indicating programs in health-related fields were needed.

⁵ Riverside Community College District 2006-2007 Catalog; also, The Programmatic Evolution of the Moreno Valley Campus of Riverside Community College, 08/02.

⁶ 1999 Draft of MVC Mission Statement.

⁷ Accreditation Eligibility Report for Moreno Valley Campus of the Riverside Community College District, May 2004.

⁸ See Moreno Valley Mission Statement Discussion at May 12, 2005, MVSPC Meeting.

⁹ MVSPC Minutes, 11/10/05.

¹⁰ Senate Minutes 12/05/05.

¹¹ MVC Faculty Senate Minutes 12/05/05; MVSPC Minutes, 12/08/05.

¹² MVSPC Minutes, 0/3/10/06.

¹³ Moreno Valley Strategic Planning Committee Minutes.

¹⁴ Minutes of the meeting. College catalog, on the Web and in the Fact Book.

¹⁵ ACCJC Recommendations to Dr. Salvatore G. Rotella, June 15, 2001.

¹⁶ Interim Report to ACCJC, 2002; Midterm Report to WASC, 2004.

¹⁷ RCCD Strategic Planning Process, 2004-5, Doc. 2.1 in the Academic Master Plan 2005-2010; BOT Minutes for March 7, 2002.

¹⁸ <http://www.rcc.edu/administration/academicaffairs/effectiveness/planning.cfm>

¹⁹ RCCD Strategic Plan, 2003-04.

²⁰ Board of Trustees Resolution (25-02/03).

²¹ RCCD Strategic Initiatives 2005-2010 (Oct 2005).

²² Moreno Valley Campus Response to the RCCD Strategic Initiatives, 2005-2010, in Fact Book 2006, pp 47-5.

²³ RCCD Academic Master Plan 2005-2010; Program Development Process; RCCD Faculty Hiring Process.

²⁴ Moreno Valley Strategic Planning Committee Minutes.

²⁵ For a detailed description of the evolution of the mission statement, see "Moreno Valley College Mission Statement: 1999-2006: From Proposal to Recommendation for Approval by the RCCD Board of Trustees."

²⁶ Memos from fall 2006 meetings.

²⁷ See in the Master Plan: Section Two: Program Review, p. 6; and Document 2.3 Instructional Program Review Self Study Resource Guide, draft version Oct. 25, 2004.

²⁸ Department Chairs Meeting Minutes, 11/2000.

²⁹ Academic Senate Minutes, April 2001.

³⁰ Instructional Program Review: Self-Study Resource Guide.

³¹ Document 2.4 in the Appendix of the Academic Master Plan 2005-2010.

³² Course Outlines of Record.

³³ See Assessing Student Learning Outcomes (Aug. 2006) for a fuller account of the history of the District Assessment Committee.

³⁴ District Assessment Website: <http://academic.rcc.edu/dac/>

³⁵ Program Review Documents and Assessment Projects.

³⁶ Moreno Valley Response to the District Strategic Initiatives, 2006-07.

³⁷ <http://www.rcc.edu/administration/academicaffairs/effectiveness/index.cfm> ;
<http://www.rcc.edu/administration/academicaffairs/research/index.cfm>

³⁸ Title IV grant proposals and notifications of award.

³⁹ RCCD Assessment History, September 26, 2006 at <http://academic.rcc.edu/dac/>

⁴⁰ RCCD Assessment History, September 26, 2006 at <http://academic.rcc.edu/dac/>

STANDARD II:

Student Learning Programs and Services



Standard II

Coordinating Chair: **Patricia Bufalino**, Interim Dean of Instruction, formerly Associate Professor and President of the Moreno Valley Campus Academic Senate
(with special support for II.B. from **Joe Reynolds**, Associate Professor, and **Daria Burnett**, Dean of Student Services; and for II.C. from **Cid Tenpas**, Assistant Dean, Library/Learning Resources)

II.A. Instructional Programs

Patricia Bufalino, Chair, Interim Dean of Instruction
Pilar Alvizo, Secretary II, Dental Hygiene and Assisting Programs
James Banks, Assistant Professor, Human Services
Matthew Barboza, Assistant Professor, CIS
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Fabian Biancardi, Assistant Professor, Political Science, and CTA Representative
Cordell Briggs, Associate Professor, English
Dee Chapman, Workforce Preparation Counselor/Case Manager
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Teri Currie, Instructional Department Specialist
Sean Drake, Associate Professor, Mathematics
Jose Duran, Associate Professor, Business Administration
Gregory Elder, Associate Professor, History
Sabina Fernandez, Instructional Department Specialist
Vivian Gonzales, Instructional Department Specialist
Irving Hendrick, Interim President
Wolde-Ab Isaac, Dean of Health Sciences
Susan Lauda, Administrative Assistant, Educational Services
Donna Lesser, Assistant Professor and Director of the Dental Hygiene Program
Rebecca Loomis, Associate Professor, Anatomy/Physiology
Diane Marsh, Associate Professor, Chemistry
Rosario Mercado, Associate Professor, Spanish
Delores Middleton, Associate Professor and Director of the Physician Assistant Program
Dominique Moise-Swanson, Outcomes Assessment Specialist
James Namekata, Associate Professor, Mathematics
Peggie Negrete, Instructional Department Specialist
Chris Nollette, Assistant and Director of the Emergency Medical Services Program
Donna Plunk, Tutorial Services Clerk
Bonavita Quinto, Instructor, Spanish
Liz Romero, Secretary IV, Office of Instruction
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Lynne Soules, Clerk Typist, Workforce Preparation
Richard Tworek, President Emeritus
Carlos Tovaes, Instructor, Geography
Bill Vincent, Dean of Public Service Education and Training
Edd Williams, Associate Professor, English

II.B. Student Support Services

Joe Reynolds, Co-Chair, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Daria Burnett, Co-Chair, Dean of Student Services
Lori Alford, Secretary, Middle College High School
Pearl Alonzo, Student
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Lisa Conyers, Vice President of Educational Services
Madelaine Dibler, Academic Evaluations Specialist
Debbie Endeman, Library Technical Assistant I
Deborah Engel, Student Financial Services Support Specialist
Lisa Frantz, Academic Evaluations Specialist
Jonell Guzman, Secretary IV, Student Services
Maria Hansen, Student
Irving Hendrick, Interim President
Elizabeth Hilton, Student Financial Services Analyst
Lidia Hulshof, Instructor, Dental Assisting
Akia Marshall, Student Services Technician
Kim Metcalfe, Assistant Professor, Early Childhood Studies
Frankie Moore, Instructor, Student Activities
Chris Nollette, Assistant Professor and Director of the Emergency Medical Services Program
Sonya Nyrop, Instructor, Reading
Maria Pacheco, Associate Professor, Counseling
Susana Perez, Student
Sheila Pisa, Associate Professor, Mathematics
Margarita Romero, Student
Johnny Rubalcaba, Senior Groundsperson
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology
John Thrower, Student Services Supervisor
Carmen Valencia, Matriculation Specialist
Diana Webster, Associate Professor, Business Management

II.C. Library and Learning Support

Cid Tenpas, Chair, Assistant Dean of Library/Learning Resources
Anna Marie Amezcuita, Associate Professor, English
James Banks, Assistant Professor, Human Services
Fred Brose, Associate Professor, Library Services
Larisa Broyles, Instructor, Anthropology
Dan Clark, Associate Professor, English
Gilbert Deleon, Evening/Weekend Receptionist
Sean Drake, Associate Professor, Mathematics
Gregory Elder, Associate Professor, History
Michael Fiedler, Student Services Technician
Yxstian Gutierrez, Secretary II, Title V Grant
Shufen Huang, Assistant Professor, Mathematics
Susan Ingham, Associate Professor, English

Judith James, Counseling Clark II
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Donna Plunk, Tutorial Services Clerk
Abel Sanchez, Laboratory Technician
Kathy Saxon, Associate Professor, Mathematics
Angela Thomas, Instructional Media Broadcast Technician
Joanna Werner-Fraczek, Instructor, Biology

STANDARD II: STUDENT LEARNING PROGRAMS & SERVICES

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

II.A: INSTRUCTIONAL PROGRAMS

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

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.

DESCRIPTION

The Moreno Valley Campus, which serves a diverse and expanding population, has risen to the challenge of providing for the whole range of educational and economic needs of our service area. The Mission Statement of the Moreno Valley Campus addresses this challenge:

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation.

The Moreno Valley Campus upholds the integrity of its mission through assessment practices incorporated into the program review, curricular approval, and strategic planning processes, all of which are driven by student learning outcomes, as discussed in more detail in Standard I and in various sub-sections of IIA below. The mission statement affirms our multifold educational mission, which embraces three broad areas: baccalaureate transfer, basic skills, and vocational education. An overview of each area follows.

Baccalaureate Transfer

Preparing students for informed citizenship and for college transfer by providing a core liberal education remains at the heart of the Moreno Valley Campus's mission. In the fall of 2005, at least one-third of our students—over 2300—declared they were planning to transfer.¹ Of the 342 Moreno Valley students who graduated with an associate degree in spring 2006, about two-thirds were planning to transfer.² At least 1066 courses in the District Catalog transfer to

the UC system or the CSU system.³ In the 2006 calendar year (winter, spring, summer, and fall semesters combined) the Moreno Valley Campus offered 941 sections transferable to the UC or CSU systems in a wide variety of courses.⁴

The Moreno Valley Campus offers transfer courses in a comprehensive range of disciplines,⁵ including the following for which we have fulltime faculty:

<u>Transfer Discipline</u>	<u>Fulltime Instructors</u>
Accounting	1
Anatomy and Physiology	2
Anthropology	1
Art	1
Biology	2
Business Administration	1
Chemistry	1
Computer Information Systems	4
English	7
Geography	1
History	2
Human Services	1
Humanities	1
Mathematics	7
Microbiology	1
Music	1
Philosophy	1
Physical Education	1
Physics	1
Political Science	1
Psychology	2
Sociology	1
Spanish	2
Speech	1

See II.A.6.a below for a more detailed discussion of transfer arrangements and articulation agreements between the Moreno Valley Campus and four-year institutions.

Vocational Education

The Moreno Valley Campus serves the employment needs of our local and inland economy through a variety of occupational programs. As indicated in its mission statement, the Moreno Valley Campus has a distinctive commitment within the district to programs in health and public services. Expanding job opportunities in these fields and the close proximity of both the Regional Medical Center (2.7 miles from campus) and the Moreno Valley Community Hospital (2 miles from campus) have made this programmatic focus highly successful, giving the Moreno Valley Campus a distinctive character and a vital role in the regional economy.⁶ The vitality of these professional programs is recognized throughout the community. Three feeder high schools have health career academies, so that the Moreno Valley Campus is part of an articulated

path from K-12 education to area employment. The Nuview Bridge Early College High School program is developing a career pathway in public service education. In addition, the city of Moreno Valley has planned for a senior living community and medical office complex to be located close to the two local hospitals, other healthcare complexes, and the MVC. The following vocational education programs originate from, or are overseen by, the Moreno Valley Campus:

- **Basic Peace Officer Training Academy (Ben Clark Training Center):** Established in 1953 and part of the Moreno Valley Campus since 2006, the Basic Peace Officer Training Academy provides practical and technical training to meet the requirements of various law enforcement agencies at the local, state, and federal levels. The academy is offered three times a year, and graduates receive 18 units of college credit in addition to a Basic Peace Officer's Certificate from the California Commission on Peace Officer Standards and Training, which permits students to work as sworn peace officers in the State of California. Specific programs include
 - Associate of Science degree – Administration of Justice/Law Enforcement
 - Basic Police Officer Academy (Certificate Program)
 - Basic Police Officer Academy (Modular format-Certificate Program)
 - Basic Correctional Officer Academy and Training Program (certificate program)
 - Probation Certificate Program
 - Juvenile Counselor
 - Supervisory
 - Technical and Advanced Officer Training Program (certificate program).

- **Certified Nurse Assistant (CNA) Program** is a six-unit healthcare technician course that is approved by the California Department of Health Services. It provides 72 hours of lecture and 108 hours of clinical laboratory practice and enables students who pass the course with a C or better to be eligible for the state certification examination. Students may continue up the career ladder, building upon the knowledge and skills learned in the CNA course, by enrolling in subsequent courses in **Acute Care Nurse Assistant** (1 unit; 54 hours of laboratory) or **Restorative Nurse Assistant** (2 units; 28 hours each of lecture and laboratory).

- **Community Interpretation** was developed for students with near-native fluency in Spanish and English. Four modules—medical, legal, business interpreting, and translation—provide an introduction to theory and practice. Field observation sites include the Riverside County Regional Medical Center and area courts. Job opportunities are in schools, government agencies, and telephonic interpretation services. As of spring 2007, two-thirds of full-time interpreters employed by Riverside County Regional Medical Center have been

trained at the MVC.⁷ The program is state approved and offers both an 18-unit certificate and an A.S. degree. The program also offers courses to help students prepare for state and federal professional certification exams. The appeal of the program to bilingual speakers with near-native fluency in English and Spanish has attracted students from beyond the district service area.

- **Dental Assistant (March Dental Education Center)** is the newest vocational training program on the Moreno Valley Campus and the introductory courses have no prerequisites, making this program accessible to all interested students. Twelve students entered the first cycle of this certificate program in fall 2006, with the first completions expected spring 2007. The program is undergoing accreditation by the Dental Board of California and the American Dental Association's Committee on Dental Accreditation. This program was designed and developed in close consultation with its advisory committee and in direct response to the needs of the local dental community. Recruitment occurs through monthly information sessions for interested students, and through high-school outreach.
- **Dental Hygiene (March Dental Education Center):** Inaugurated in fall 2003, the program leads to an A.S. in Dental Hygiene. The program is accredited by the American Dental Association's Committee on Dental Accreditation and approved by the Dental Board of California. All 31 program graduates to date of the inaugural class went on to pass the California State Licensure Examination, and all found employment in privately owned dental practices. The program was developed specifically in response to an unmet need in our dental community. The program works closely with its community advisory council, and has been supported through fund-raising efforts and in-kind donation by the Tri-County Dental Society.⁸ The RCC Dental Hygiene clinic also meets the needs of our community by providing low-cost preventive services. Students in the program participate in community health fairs, presenting health information in a variety of venues, including local elementary schools.⁹
- **Dental Laboratory Technology (March Dental Education Center),** through thirty-seven units of coursework, enables students to qualify for entry-level positions as dental laboratory technicians. There is no prerequisite for the introductory course and that course is the only prerequisite to other first-level courses. Students who complete the coursework earn a certificate, and, with completion of general education and graduation requirements, an associate degree. The program prepares students for employment in private or commercial dental laboratories or dental offices performing laboratory techniques and procedures.
- **Emergency Medical Services (Ben Clark Training Center)** follows an academy format. Two courses provide the instruction and experiences necessary to become an **Emergency Medical**

Technician (EMT). These are entry-level courses (EMS 50 and EMS 51) with no prerequisites. Students must be 18 years old and attend a pre-program orientation. Upon successful course completion, students are eligible for California Certification Examination for EMT-1. The **Paramedic Program**—for experienced EMTs—is a nationally accredited program, begun in spring 2002. Selected students complete an additional 49.5 units after the EMT level to earn a Paramedic Certificate and, with general education and graduation course requirement completions, an associate degree.

- **Fire Technology (Ben Clark Training Center)** offers a 23-unit certificate program. Students who successfully complete the certificate may also be eligible to receive additional certification through FEMA/National Fire Academy. The Associate in Science Degree in Fire Technology is awarded upon completion of the requirements for the certificate, plus completion of the graduation requirements as described in the catalog, as well as electives totaling 60 units of college work as required for the associate degree. Additionally, the Fire Technology program offers a 19-unit Basic Firefighter Academy open to anyone who is at least 18 years of age. This 12-week program, offered twice each year, is designed to provide students with a basic knowledge of fire service operations, giving students the entry-level skills required by most fire departments. This program is accredited through the California State Fire Marshal's Office. Upon successful completion of the academy and the state's work experience requirements, students are eligible to receive a Firefighter I certificate issued by the State of California. Students also receive 16 individual certificates throughout the Fire Academy training in Fire Control, Incident Command, Wildland Fire Control and Behavior, and Confined Space Awareness.
- **Human Services**, an open-entry program, provides an array of entry-level courses related to counseling, case management, job development and employment support strategies, public assistance, and social work. Work experience opportunities are available through area public and private social service organizations. Courses lead to a 21-unit certificate, and with completion of general education and graduation requirements, an associate degree. Also available is a four-unit mini-certificate in Employment Support Specialization. The Human Services Club, an outgrowth of the academic component of the program, provides students with community service volunteer hours both on and off campus.
- **Medical Assisting** is a 22-unit certificate program, and **Medical Transcription** is a 26-unit certificate. Both programs are open entry and prepare students for employment in physicians' offices, medical clinics, medical records departments in clinical settings, and private transcription firms. With completion of general education and graduation requirements, students are eligible to receive the associate degree.

- **Phlebotomy Technician**, a five-unit single course approved by the Laboratory Field Services Division of the California Department of Health Services, prepares students to become certified phlebotomists. Classroom lectures, college laboratory practice, and supervised clinical laboratory experiences prepare students for entry-level positions as phlebotomists in private and public clinical agencies and medical laboratories.
- **Physician Assistant** is a fully accredited certificate program in partnership with the Riverside County Regional Medical Center, which serves as the primary clinical training site, providing clinical practice in eight specialties of medicine. The program is accredited by the Accreditation Review Committee on Physician Assistant Education (ARC-PA), and approved by the Physician Assistant Committee of the California Medical Board. The program is committed to training primary care physician assistants to work with the medically underserved populations of the inland region of southern California. The program has 170 graduates as of the summer of 2006, with nearly 100 percent employed in the profession.

All proposed occupational patterns—others under development include biotechnology, speech pathology language assistant, and simulation gaming—must go through the district's program approval process and are developed only after labor-market surveys verify a need.¹⁰ Moreover, as required by the state, each program has an advisory committee—consisting of both college personnel and area representatives in the fields involved—that convenes at least once a year to review the program in relation to such issues as technical currency, appropriate scope of skill areas, employability, and ongoing communication between the campus and area employers. Thus these advisory committees effectively monitor the relationship between area need and the programs offered at the Moreno Valley Campus.¹¹

In addition to the vocational education programs discussed, the MVC offers courses leading to completion of the following district-wide certificate programs:

- Administration of Justice
- Business Administration
- Computer Applications and Office Technology
- Computer Information Systems
- Early Childhood Education
- Education Paraprofessional.

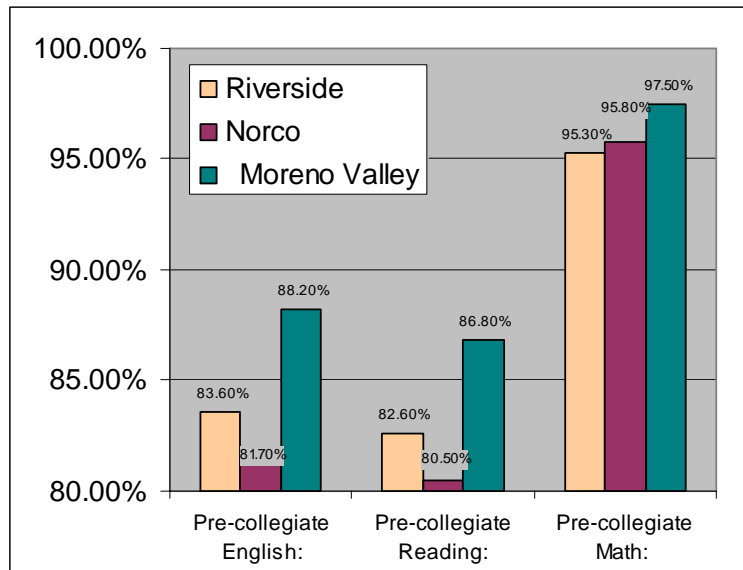
Early Childhood Education aligns its goals with the mission statement by providing programs of study for our diverse population: ECE students represent a variety of ages, ethnicities, languages, and professional responsibilities. The childcare infrastructure in the local community relies heavily on Moreno Valley's ECE program for training personnel. The program works with community groups to identify strategies that support our local childcare infrastructure, advocate for children, and increase the overall quality of early childhood programs.

The district has established articulation agreements for ECE courses with California State University, San Bernardino; University of California, Riverside; California Baptist University; and La Sierra University. ECE students are able to obtain certificates in Early Childhood Intervention or Early Childhood Studies. The ECE program also fulfills the requirements by the State of California, Commission on Teacher Credentialing for the California Child Development Permit, which is required for work in state and federally funded programs serving children from birth through eight years of age. The 12 units in ECE core courses are required by Community Care Licensing to work in private early childhood programs.

Basic Skills and English as a Second Language

Education in basic skills is critical both economically and socially: the maturing inland economy demands a skilled work force, and those without basic skills will find themselves increasingly on the margins—underemployed and challenged to meet the basic needs of themselves and their families. Yet our community has a great and growing need for basic skills training. In the fall of 2006, 88.2 percent of those who took the Accuplacer placement test at Moreno Valley and its feeder schools placed into pre-collegiate English, 86.8 percent into pre-collegiate reading, and 97.5 percent into pre-collegiate math. These rates are the highest in the RCC District:¹²

Placements into Pre-Collegiate* Basic Skills Courses, Fall 2006



* "Pre-collegiate" is defined here as any basic skills course that does not transfer for degree credit to a four-year college or university. Currently, in some cases, a pre-collegiate course (such as Math 52 and English 50) may satisfy an A.S. requirement.

Also, many of our incoming students need instruction in English as a Second Language. In the fall of 2006, 17.2 percent of students taking the Accuplacer placement test at Moreno Valley received an ESL recommendation—again, the highest rate in the District:¹³

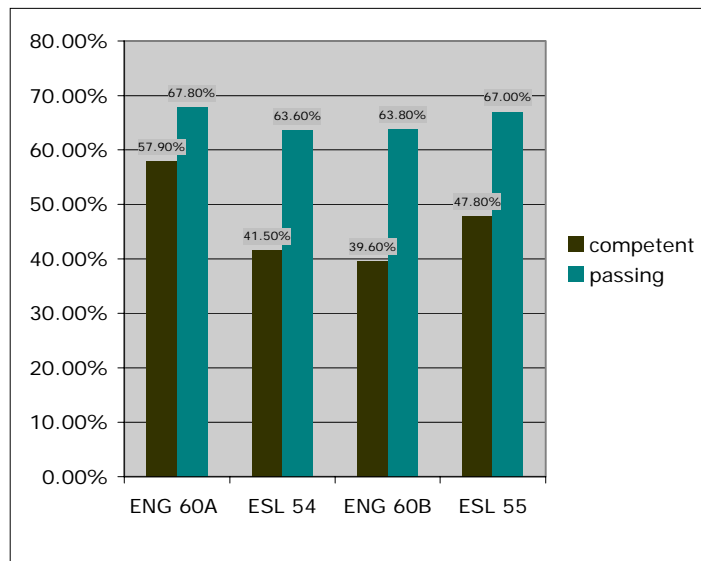
	<u>Moreno Valley</u>	<u>Riverside</u>	<u>Norco</u>
ESL Recommendation	17.2%	14.3%	10.9%

The Moreno Valley Campus addresses this need for basic skills in our population by offering basic skills series of courses in reading, math, English, and English as a Second Language. All matriculated students must take the Accuplacer placement test, so that students are placed in the courses appropriate to their abilities. (Cut scores for the Accuplacer tests have been validated by the disciplines involved.) The district disciplines are responsible for designing the curriculum and sequencing of the basic skills classes in order for students to progress in the development of their basic skills. Most basic skills courses are offered in a credit/no credit format, and students are encouraged to retake courses to achieve competency.

Success rates for the basic skills course series are low. Of students in the district who enrolled in our most basic English class between the fall of 1998 and fall of 1999, only 11.5 percent successfully completed the series, and only 6 percent completed the first semester of college-level English. In reading, only 7 percent who started at the most basic level completed the basic reading series. In math, only 10.1 percent who started at the first level successfully completed the basic series, and 8.7 percent successfully completed at least one college-level math course.¹⁴

These success rates, moreover, may not always adequately reflect achievement of learning outcomes; some of the students passing our basic courses may not be achieving all the course objectives. For example, an assessment report by the district English discipline concluded that in our two most basic English courses and in two basic ESL courses that shared some roughly equivalent learning outcomes, pass rates were higher than the competency rates for selected learning outcomes:¹⁵

Competency Assessments and Pass Rates and for Selected Outcomes



The district-wide move towards assessment of student learning outcomes is beginning to provide data on the strengths and weaknesses of instruction in basic skills (see the section below that covers II.A.1.c and II.A.2.b). The Moreno Valley Campus is already taking a number of steps to increase success and retention in basic skills:

- Expansion of guidance classes that teach students how to be students--time management, study skills, and attitude: We offer Guidance 45 at our feeder high schools during the spring semesters.¹⁶ Title V has initiated the Academic Improvement Workshops for students focusing on short, concise one-hour workshops focusing on college survival skills – learning styles, time management, how to add a class, financial aid, career development, study skills, and goal setting.
- Learning communities, such as Futuro! (Title V), Puente, and Renaissance Scholars: These programs provide students with a support network of classmates, instructors, and counselors, and they include outreach to families and the community in order to help students transition into the college learning environment. See details below.
- Tutoring and workshops: The Writing and Reading Center has instructors on duty, peer tutors, and a reading paraprofessional available for students in all composition and reading classes. The Math Lab provides instructor and peer tutoring for all math students, as well as computer-assisted tutoring. Science classes have tutors and also now offer BIO 96, an open lab available for extra study and lab work (3.5 hours every Friday) that is staffed with a science instructor. We have also added specific labs to our curriculum that reinforce basic math skills.
- Cooperative efforts to improve basic skills preparation in our feeder schools: Title V has begun to address this through the development of the Inland Empire Educational Consortium, which held articulation conferences in the fall of 2005 and 2006, bringing instructors and administrators from area feeder schools together with Moreno Valley faculty to share perspectives and discuss possible efforts at coordination. The Consortium's mission is to promote student success and life-long learning by articulating a seamless K-16 educational and vocational process. The group will expand in 2007 to include four-year universities, middle schools, and elementary schools. Meetings are held on-line and face to-face throughout the year.¹⁷
- The ESL One-Stop registration process: First initiated in summer 2005, the ESL One-Stop has become an important step toward overcoming obstacles to ESL enrollments such as the English-only status of Tiger Talk and WebAdvisor registration systems. The ESL program has begun to address the resistance of generation 1.5

students (students who immigrated to the U.S. as small children and who often self-identify as bilingual) to taking ESL courses by promoting a track of ESL courses as “academic English.”¹⁸ In addition, The Moreno Valley Campus held discussions that resulted in the development of an application for admission in Spanish.¹⁹

- Basic Skills Retreat: Moreno Valley faculty, staff, and administrators—along with representative personnel from the district—convened on April 19 and 20, 2007, for a basic skills retreat, “Navigating the Basic Skills Highway.” The retreat gave us an opportunity to identify our resources, evaluate our systems, and develop concrete, campus-wide initiatives for effective delivery of basic skills instruction and for cooperative approaches to basic skills across the curriculum.²⁰ The conference will be followed up in 2007-08 with basic skills workshops and presentations by basic skills experts.

EVALUATION

We believe this standard is met. Above all, our mission statement reflects our understanding that there is always more to be done. The campus culture fosters ongoing reflection and action on ways to improve student learning and meet the needs of our diverse community.

Baccalaureate Transfer

The Moreno Valley Campus currently offers sufficient transfer sections to address and meet its mission and uphold its integrity. As the campus grows and we transition to college status, we need to be diligent to ensure that our transfer course offerings grow as well. It can be a challenge to diversify course offerings while maintaining adequate FTES funding. Fortunately, the Moreno Valley administration has strongly supported curricular expansion, even though that occasionally has meant allowing classes run with relatively small enrollments. In the short term, this may bring down our student-to-faculty ratio, but in the long term the development of a comprehensive and rigorous transfer curriculum will solidify our reputation as a quality transfer college and draw more students to our campus. In order to make curricular expansion as successful and as painless as possible, we need to make sure that all departments and disciplines develop a coherent expansion strategy that takes into account students’ transfer needs, staggers course offerings in a predictable way, and coordinates with strategic enrollment management.

Vocational Education

The Moreno Valley Campus offers exceptionally strong vocational programs. These programs clearly address the campus mission to meet the educational needs of the region, especially in the preparation of providers of health and public services. Vocational programs that award associate degrees have a symbiotic relationship with the baccalaureate and transfer courses since students in those programs must take general education and prerequisite courses. Vocational programs, however, tend to be more expensive than the

baccalaureate transfer and basic skills course offerings. Programs must pay accrediting agency fees and meet minimal staffing and facilities specification. These special program costs need to be addressed, and the possibility of differential funding is being explored at the district and state levels.

Some allied health programs are currently offered at off-campus sites: dental sciences at March Education Center; Emergency Medical Services at Ben Clark; the Physician Assistant Program at the Riverside Regional Medical Center. Centralized facilities would improve communication, efficiency, and effectiveness. Moreno Valley Campus is collaborating with the Riverside Regional Medical center to develop a plan for a Center for Allied Health Sciences. The center would also allow for growth in enrollments and expansion in the number of allied health programs.

Basic Skills

Similarly, astronomy and economics lack math prerequisites. On the other hand, some disciplines have low success rates. This is cause for concern, too, if it is an indication that many students are inadequately prepared to take these courses.

The campus needs to determine the competency in basic skills of students who are enrolled in content-area courses and the relationship between their competency and success rates. More specifically, are the students who don't succeed also the ones with low skills? The life science discipline has already requested data on math and reading skills of students entering Biology 1 and Anatomy 2A to explore the correlation between low scores in math/reading and failure rate in these particular science courses.

Obstacles to enrollment in basic ESL courses continue to interfere with our mission to teach basic skills to all who need them. One possible obstacle may be resistance of generation 1.5 students to taking classes labeled as "ESL." Misled by their oral fluency, generation 1.5 students enroll in regular English classes despite their inadequacy in grammar and writing. Another obstacle may simply be scheduling limitations and enrollment management. It is a challenge to schedule and staff complementary ESL courses at convenient times (for example a conversation course that complements a grammar course).

PLAN

- The campus will identify strategies to increase community partnerships, and will investigate ways to change funding allocations to support existing and develop additional vocational programs to meet community needs.
- Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in vocational and baccalaureate transfer courses.
- Continue the professional development initiatives begun at the Basic Skills Retreat held in spring 2007. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies.
- Departments will increase the proportion of full-time faculty members

teaching basic skills sections.

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.

DESCRIPTION

Data and Research Services

To fulfill our instructional mission in Moreno Valley, we must identify the needs of our service area and ascertain whether those needs are being met: Who is or is not enrolling at Moreno Valley? Of those who enroll, are they learning and succeeding? Our self-evaluation, decision-making, and planning depend upon data that are sufficient, accurate, pertinent, meaningful, and available. We have a good foundation of data services and are steadily improving. Data for decision-making and planning currently come from several sources:

- The district Office of Institutional Research assists disciplines and programs to gather and interpret data on our students and our service-area population. These data are essential for program review and self-study. This information is available on the district website and has also been recently published in the district Fact Book.
- The district Office of Institutional Reporting is responsible for reporting accurate enrollment data to the state chancellor's office. This office also provides data to the Campuses for strategic enrollment management. Members of the Instructional Programs Subcommittee of the Moreno Valley Strategic Planning Committee use the data in scheduling course offerings each academic term.
- The District Assessment Committee (DAC) is comprised of faculty and administrative resource persons from all three district campuses. The committee oversees the discipline-driven assessment component of program review projects.²¹ Faculty members in each academic discipline identify student learning outcomes for the courses, programs, certificates, and degrees offered within each discipline. The members of the DAC serve as resource persons to other faculty as the disciplines determine how they will measure the effectiveness of the student learning outcomes identified. The DAC also identified student learning outcomes for general education (see II.A.3).
- The district Program Review Committee is similar in composition to the District Assessment Committee in that it is comprised of faculty and administrative representatives from all three campuses. This committee works closely with the DAC in reviewing completed discipline and student services program reviews and annual program review updates. This committee makes recommendations for approval to the Office of Academic Affairs regarding the program reviews, which are approved and posted on the district website and are available for annual updates. The program reviews and annual updates are used

on the MVC for strategic enrollment management and for setting priorities regarding the use of resources on the MVC.

- The district Placement Office is charged with administration of placement tests and provides a raw count of placement results. These results include all persons who complete the exam whether or not they ultimately enroll in the college. Interpretations of these data are offered by Institutional Research. While the raw data provide a perspective on service area need, the Research Department assists the campus in understanding the needs of students who ultimately enroll.
- The district Office of Institutional Effectiveness works in collaboration with outside experts to provide long term analysis of the district and its campuses. Under the auspices of this office an environmental scan for the district was completed by McIntyre and Associates in 2002, and a second scan is to be completed in 2007. These reports identify the demographics and economic needs of the community, helping to guide the campus in its development of programs.
- An Academic Master Plan was completed in 2005 as a result of a significant collaboration with the district Office of Academic Affairs and the departments. An updated Educational Master Plan for the Moreno Valley Campus is underway with assistance of the consulting firm Maas Companies, Inc.
- The district Office of Information Services provides Pell Grant reports, registration statistics, information about faculty load, the Hiring Summary for the State Chancellor's Office, and Resource 25 reports about facilities usage.
- The district Office of Institutional Effectiveness, in coordination with campus administrators and faculty representatives, maintains a database for information including faculty committee assignments, special project assignments, improvement-of-instruction status, and discipline program review information.
- The Title V Grant director gathers and disseminates data pertinent to the grant's mission to improve delivery of instruction to students in Hispanic-serving institutions, a mission which includes
 - assisting faculty with outcomes assessment
 - monitoring the impact of basic skills programs to evaluate outcomes
 - asking what effect Title V pilot projects have on the students who participate in them
 - exploring how Title V student outcomes compare with other students
 - maintaining appropriate data.
- Departments, disciplines, and programs gather, interpret, and disseminate data.

Based upon requests from MVC the district has taken important steps to

formalize and improve a feedback loop in which Institutional Research, Institutional Data Reporting, and Institutional Effectiveness help campus personnel to access and use available data.

First, the district has developed new standardized templates for comprehensive disciplinary program reviews (every four years) and annual campus based discipline updates. The Annual Review templates, first used for the 2007 annual program review cycle, formalize the flow of information, and provide opportunities for disciplines to itemize other kinds of information they need. These templates will be revised over time in response to feedback from disciplines and departments.²²

Second, in December of 2006, the district Office of Institutional Reporting and Academic Services and the district Office of Institutional Research jointly issued the district's first annual Fact Book, in a move to make key information more available and accessible in a user-friendly format.²³ The RCCD Fact Book is available online, with hard copies made available to key department and unit personnel at the campus.²⁴ The Fact Book opens with the district and college mission statements, and includes

- district information
- population data (not broken down by campus);
- student demographics (district-wide and broken down by campus)
- district strategic initiatives
- student outcomes data
- efficiencies, FTES, faculty load summary (district-wide and by campus)
- employee data (district-wide)
- faculty (by campus) data
- five-year construction plan (district-wide and by campus).

Third, in the fall of 2006, at the request of the Moreno Valley Campus vice president of educational services, representatives from district (notably from Institutional Planning, Institutional Reporting, and Institutional Effectiveness) began regular visits to the Moreno Valley Campus in order to promote more effective use and dissemination of data—for enrollment management, staffing, program reviews, and accreditation self-study. The objective is to access and interpret data when needed and in a usable form. For example, as of winter 2007, the district is providing campus academic departments with fill rates for courses, information which will help with enrollment management.

Meeting Growth and Scheduling

The greater Moreno Valley and Perris areas—the core of our campus service area—are the two fastest growing cities in the RCC District. Between 2000 and 2006, Moreno Valley grew by 17 percent and Perris by 24 percent. Both cities grew by 5 percent in 2006. ²⁵ Enrollments at Moreno Valley Campus increased 14.5 percent during a similar time frame—from 5,972 headcount in fall 2000 to 6,841 headcount in fall 2005.

In order to meet this growth in demand, we have increased the number of sections we offer, especially in basic skills. The Moreno Valley Campus

increased its basic skills course offerings from 52 sections in fall 2000 to 88 sections in fall 2005—an increase of 69 percent.

Further, we have expanded the scheduling patterns to make the courses more accessible to all students. Beginning especially in the spring of 2006, we increased the number of four-day-per-week classes and Wednesday/Friday classes, and we have increased the number of classes we offer one day per week, including Fridays and Saturdays. In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Moreno Valley offers late start (14-week), second eight-week classes as alternatives for students needing to round out a class schedule or those wanting a faster paced class. Additional one-unit workshop classes for basic skills and ESL students provide developmental instruction in study skills or target specific areas of academic need.²⁶

Curricular Coordination with High Schools

The Moreno Valley Campus understands the vital importance of working with our feeder high schools to serve the needs of our incoming students: ideally, such arrangements help motivate high-school students to graduate and to pursue a higher education at Moreno Valley College. We coordinate with the high schools in at least three broad areas: transferable courses, middle-college high school programs, and articulated preparatory curricula.

High School Articulated Courses give students the opportunity to get RCCD credit for courses taken in high school. Most of these courses are occupational or vocational, and include classes in accounting, anatomy, computer information systems, and medical assisting among others. In MVC's service area, the RCC District has agreements with four feeder districts:²⁷

- Moreno Valley Unified School District
- Val Verde Unified School District
- Riverside Unified School District
- Riverside County Office of Education Regional Occupational Program.

All high-school articulated courses are listed in the RCC District 2006-07 Catalog. High-school students enrolled in courses at their schools are informed that the courses transfer to RCCD.

Middle and Early College Programs: Historically, the Moreno Valley area has had one of the lowest college-going rates in southern California and the state.²⁸ One of the ways Moreno Valley Campus has addressed this problem is to be a leader in middle and early college programs. These programs engage high-school students in college classes while they complete their high-school graduation requirements. The goal of such programs is not only to foster educational motivation and success, but to show high-school students that college is within their scope of short- and long-term achievement.

Moreno Valley Campus has three such programs, each distinctively structured and administered to serve a Moreno Valley Campus population base:

- **The Moreno Valley Middle College High School program (MCHS)**

is an established cooperative venture between Moreno Valley Campus and two school districts—Moreno Valley Unified and Val Verde Unified—encompassing seven high schools. The program targets academically capable students considered at risk of not completing high school or attending college. Each year, between 100 and 120 selected juniors and seniors follow a common, yet customized curriculum, that combines high school and college classes. Students in this program attend all their classes on the Moreno Valley Campus. Implemented in 1999, the program has enrolled over 300 students and graduates between 40 and 56 students each year. Students in the program have enjoyed a 98-percent high-school graduation rate, and 96 percent have gone on to complete either an associate or a bachelor degree. In recent years, between 76 and 84 percent of the students graduated simultaneously with a high-school diploma and an associate degree. Grant funding from the California Community College Chancellor's Office, augmented with funds from the two school districts and the RCC District, supports the program.²⁹

- **The Vista del Lago Middle College High School program (VDLMC)** is a joint venture between the campus and nearby Vista del Lago High School (Moreno Valley Unified School District). This program, designed to expose a greater number of high school students to college classes, is available to the entire high school population. Generally, students attend the high school during the day, and then have the option of enrolling in college classes on the Moreno Valley Campus in the early morning or late afternoon. The two schools are within walking distance of each other. The program helps each student develop a customized program for high school and college graduation based on the student's skills and goals. Vista del Lago High School opened its doors in 2002, and the middle college program was phased in as the first class moved into 11th grade in 2003. Enrollment has grown steadily, from 39 in the first semester to 155 in Fall 2005.³⁰ The school offers four career pathways: health sciences, pre-engineering, multimedia/telecommunications, and performing arts (orchestra). The program is jointly supported by the Moreno Valley Unified School District and the RCC District.
- **The Nuview Bridge Early College High School program**, implemented in 2005-06, is the most recent program. Nuview Bridge Early College High School is a charter high school designed to serve 400 students, located in the rural Nuevo area about a 15 minute drive from Moreno Valley Campus. Students in the program take high-school classes at Nuview and college classes at the Moreno Valley Campus. The high school provides bus transportation between the sites. Receiving planning and implementation assistance from the Foundation for California Community Colleges, Nuview Bridge ECHS was the seventh California community college to be awarded a competitive \$400,000 early college high school grand funded by the Bill and Melinda Gates Foundation, in cooperation with the Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg

Foundation.³¹

The middle and early college programs have stimulated conversation between high school and college faculty about developing more closely articulated preparatory curricula in the high schools. Articulated preparatory curricula and standards would not only promote transfer to college; more importantly, they would reduce the need for remedial course work for students entering Moreno Valley College and increase the retention and success of our students.

In Fall 2005, the MVC Title V office inaugurated the first annual articulation conference with our feeder high schools, giving instructors an opportunity to share information and to work on strategies for coordinating curricula. Differing state guidelines and busy schedules make this a challenge, but cooperative projects have gotten off the ground. In addition, faculty from local school districts and faculty from MVC created a consortium to address the need to align curriculum and prepare students for college level courses and the workforce. This consortium meets several times over the fall and spring semesters with the annual meeting in the fall. Subcommittees have been developed and will address issues within their disciplines, curricular and otherwise. The MVC initiated the first CalPASS data sharing consortium agreement in Riverside County, making us the first of the area campus to share data with a local school district. This agreement provides the opportunity for student data to be tracked, reviewed, and utilized to improve student success in K-16 and beyond. These agreements also allow faculty and administrators to make curricular decisions and modifications based on data.

EVALUATION

We believe the standard is met. The Moreno Valley Campus is ever more successful in meeting student learning needs. Moreover, we are striving to excel in this area.

We need to continue developing a productive feedback loop between data users and data providers. The program review processes are motivating faculty to gather a variety of campus data. The labs, for example, must gather data on lab usage to justify requests for space or equipment. Likewise, as discussed in II.A.1, the campus needs to begin evaluating the relationship between students' basic skill levels and their success in transfer-level courses. We thus see the need for improvements in the process whereby data gathered across campus are funneled through the Office of Institutional Effectiveness for validation, interpretation, and dissemination. Also useful would be a timeline for publication of data and due dates for reports needed by individual departments.

Efforts to meet demand face some obstacles. Historically, because of tight publishing deadlines, chairs and assistant chairs, in conjunction with departmental staff, have made scheduling decisions quickly and sometimes with limited data. As mentioned above, the vice president of educational services has begun to address this obstacle by arranging on-campus meetings between district personnel in institutional research and reporting, on the one

hand, and our own faculty and staff responsible for scheduling. Our personnel have received training in the use of scheduling spreadsheets. And as of winter 2007, fill ratios are available daily. Space limitations are a second obstacle; they force compromises in scheduling. Our vice president of educational services, seeking inter-unit feedback and cooperation, has circulated a list of strategies for improving enrollment and efficiency on the campus.³² In fall 2007 additional portable classrooms will be placed on campus.

A third challenge is staffing. Partly owing to the rapid growth of our student population, part-time faculty teach a relatively high percentage of sections at the Moreno Valley Campus.³³

Campus	Percent of FTEF load covered by part-timers (fall 2005)
Moreno Valley	62.5
Norco	58.4
Riverside	48.3

A report by the Center for Student Success—Basic Skills as a Foundation for Student Success in California Community Colleges—cites a study which concludes that “community college graduation rates decrease as the proportion of part-time faculty employed increases.”³⁴ This is not necessarily because part-time faculty are less qualified, but because they are less available to work with students. Reliance on part-timers is especially high in certain areas where it is most problematic—such as basic skills and ESL. Part-timers staffed 32 out of the 39 sections of pre-collegiate English offered at Moreno Valley in spring 2007—that is 82 percent of the sections. In ESL the ratio was 10 out of 14, or 71 percent.³⁵

The middle college high school programs have been largely successful in providing participating students with a college learning experience. With the newer programs coming online, however, care must be taken to avoid concentrations of middle college high school students in afternoon classes.

PLAN

- Campus representatives will meet with representatives of the Office of Institutional Effectiveness to formalize a data timeline.
- The dean of instruction, affected department chairs, and middle college high school coordinators will coordinate identification, enrollment, and scheduling of all middle college students in order to avoid large concentrations in given sections.

II.A.1.b.

The institution utilizes

DESCRIPTION

Successful delivery of instruction, responsive to the needs of our students,

delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the needs and learning styles of its students.

depends on the coordination of skilled faculty, faculty support, and innovative delivery modes and projects.

Faculty

The campus maintains quality faculty through hiring practices, professional development, and institutional support.

Faculty Hiring: Departmental program review drives faculty hiring: “The need for a faculty position will be identified by departments and justified by annually updated program reviews and department academic plans.”³⁶ Likewise, faculty are involved at every phase of the hiring process. Faculty hiring occurs in three modes: tenure track full-time, adjunct part-time, and temporary full-time. (For a more detailed account of faculty hiring processes than found here, see III.A.1.a.)

Tenure track hiring processes are the most rigorous. The Plan for Tenure Track Faculty Hiring relates tenure-track faculty hiring to institutional mission, insists on clearly stated criteria, and stipulates that hirees “maintain a broad knowledge” of the subject matter and that they “design pedagogy related to learning outcomes.”³⁷ The search and first-round of interviews is conducted by an all-faculty committee of five. The second round of interviews and recommendation to hire is made by a committee with faculty representation.

Procedures for initial hiring of part-time faculty, who teach over 50 percent of our sections, are less stringent. The District Office of Human Resources reviews submitted applications for minimum qualifications and confirms each applicant’s eligibility to teach. Two faculty members from the appropriate subject area then select and interview eligible applicants. Based on these interviews, the department chair forwards an “Intent to Hire” form to the Office of Human Resources.³⁸

The ratio of full-time to part-time faculty teaching loads at Moreno Valley Campus is low. Noteworthy are the percentages in the vital basic skills in Fall 2005:

Percent of course-load taught by full-timers*

Course	Mo Val	Norco	Riv
Basic Writing and Grammar	28.57	50	40
Interm. Writing and Grammar	25.12	18.18	25
Basic English Composition	33.33	29.41	26.5
Reading Level One	33.33	no full-time	75
Reading Level Two	66.67	no full-time	87
Reading Level Three	no full-time	66.67	70
ESL (all courses)	33.55	49.14	71.09
Elementary Arithmetic	13.33	50	55.56
Pre-Algebra	no full-time	54.55	54.41

*Percent of full-time load to full-time equivalent load (FT/FTEF) for fall 2005. Full-time faculty overloads are not counted in the calculations.³⁹

Many part-time faculty, notably in vocational programs, are professional leaders in their fields who provide special training and expertise to our programs. These faculty provide an essential link between the real-work practice setting and the academic programs preparing students for entry into specific vocational fields. Nonetheless, in some high-demand areas, notably basic skills fields of math, English, ESL, and reading, hiring of part-timers often occurs on short notice and from a limited pool of applicants. Further limits to the pool arise since potential hires cannot always adjust their schedules to a department's needs. The sciences seem to be subject to untimely loss of part-time instructors to full-time positions, so courses have on occasion been cancelled if not staffed by overloading full-time instructors.

The decision to hire, however, is finally up to the department chair who, in consultation with the dean of instruction, can choose to leave sections unstaffed if the department interviews no satisfactory applicants in the part-time pool. Nonetheless, given the pressure to accommodate growing enrollments and to maintain high FTES funding by staffing all open sections, quality control of part-time hires may vary from department to department and from semester to semester.

Temporary full-time, or "interim," faculty are hired after a process that falls in between the full-time and part-time processes in its level of rigor. These faculty are typically hired in emergency situations such as the sudden inability of a full-time faculty member to fulfill a teaching assignment.

All faculty are regularly evaluated by their full-time peers, according to guidelines detailed in Article XI of the current district/faculty agreement.⁴⁰ For full-time faculty, the process includes classroom observations, student evaluation, faculty self-evaluation, syllabi review and subsequent meetings of the committee with the faculty member being evaluated. This "improvement of instruction" process is intended to provide a forum through which faculty can share observations and ideas that lead all the participants—both the observed and the observing faculty—to improved delivery of instruction that promotes student learning and better achievement of student learning outcomes.

Whereas full-time evaluation committees include an administrator, the department chair, and three other faculty peers, part-time evaluations are conducted by the department chair, or by the chair and a designee. The process requires a classroom observation, review of syllabi, review of student surveys, and in-person or phone contact with the reviewee to discuss the evaluation.⁴¹

Faculty Development: In addition to the formal improvement of instruction process, the college promotes faculty development through a variety of avenues. All newly hired full-time faculty participate in a year-long orientation process that includes face-to-face workshops and seminars as well as online activities. This orientation process was managed by the Office of Faculty Development from 2001-2006 and by the Office of Institutional Effectiveness in spring 2006. This office continues to offer a district wide one day new faculty orientation. Since fall 2006, each campus has a faculty development coordinator who is responsible for campus based new faculty orientation.

Detailed agendas for orientation activities are available online.⁴² Each new faculty member is also afforded mentoring by the dean of faculty (in the past), by the faculty development coordinator, and through his or her department. (Commitment to mentoring varies from department to department). All new part-time faculty are encouraged to attend an orientation meeting and to use online resources such as 4faculty.org. They are also encouraged to attend faculty development workshops on campus and to participate in department activities.

Faculty development FLEX activities are required according to the district/faculty agreement.⁴³ More than fifty different types of workshops are offered to faculty each year. These vary from discipline specific trainings, to technology training, to work on assessment and student learning outcomes, to broader discussions of teaching and learning. At least twice each year a series of professional development workshops is offered in conference format. These are typically referred to as Back-to-College days and Flex days.⁴⁴

Technology Training workshops are offered through the Open Campus and its Faculty Innovation Center.⁴⁵ Upon request, workshops can be repeated on other campuses and the MVC has hosted workshops on a variety of topics including Web Advisor Training, Resource 25 Scheduling, scanning documents for inclusion in Board of Trustee reports, the program review process, using ParScore and Scantron, using e-textbooks, and using PC notebooks. Currently most technology workshops are held on the Riverside Campus, at the Faculty Innovation Center. However, a Moreno Valley Faculty Innovation and Development Center, developed as part of a Title V Grant, is planned for operation in the 2007-08 academic year.

Disciplines and departments often host their own discipline specific training workshops. Since disciplines are district-wide bodies, discipline training sessions are held most often in Riverside, considered the geographic center of the district. An exception is the Moreno Valley health, human, and public service faculty discipline group, which does not have members on the other campuses and has scheduled its meetings on the MVC. When instructors are preparing to teach online or hybrid courses, they must currently travel to Riverside for in-person training and assistance.

We have developed a signature MVC culture of faculty retreats, for which faculty receive Flex (faculty development) credit. These retreats have been well attended by full-time faculty.⁴⁶ District-sponsored faculty development activities have also occurred, sometimes with MVC faculty facilitating. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

Campus faculty may design their own faculty development projects in order to help fulfill their flex obligations. These are reviewed and approved by the faculty member's department and forwarded to the faculty development coordinator for review and are forwarded to the district Office of Institutional Effectiveness where the Flex files are archived.

The MVC instructional departments include an annual travel budget of \$200 per faculty member. Depending on the budget, the college may have additional

funds available for conference attendance and other professional development projects. The faculty development coordinator chairs the Faculty Development Committee, which reviews faculty requests for funds for professional development activities and makes recommendations to administrators.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Professional Growth is governed by Board Policy 3080. Professional growth credit may be earned through approved activities including workshops, publication, independent study, and course work. Sabbatical leave policies are governed by Article XIII of the district/faculty agreement.⁴⁷ The agreement allows faculty on sabbatical to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development.

Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, mailings to faculty homes, and through publication of The Learning Curve, a newsletter. The district also maintains 4faculty.org, a website with resources for faculty development and support. The Moreno Valley Faculty Development Committee was established in Fall 2006 to facilitate professional development activities at the Moreno Valley College. Chaired by the faculty development coordinator, it consists of faculty members who serve as voting members of the committee, and non-voting administrators (the dean of Instruction and the Title V director) who serve as resource persons.

Innovative Delivery Projects and Initiatives

In addition to these avenues for individual faculty development, faculty and staff at the Moreno Valley College have been involved in a number of cooperative programs, grants, and initiatives to improve delivery of instruction.

Title V: Our Title V grant, an institutional change grant, administered by a fulltime director, has spearheaded several institutional initiatives at the MVC for developing alternative teaching strategies and innovative delivery methods. Title V is an institutional change grant that targets underrepresented student populations and focuses on increasing the persistence, retention, graduation and transfer rates, and success of basic skills students. The grant promotes student-centered and active-learning approaches through comprehensive attention to teaching strategies, faculty development, supplemental instruction, and counseling.

Title V has supported several learning communities and course pairings. It has developed a pairing of Reading 83 with general education science courses. Courses implement writing rubrics, integrate assignments, and use web-enhanced assignments and resources. The course pairing of Reading 83 and Geography 1 is offered for the Spring 2007 semester. A course pairing for Reading 83 and Astronomy 1A has been developed, though not yet implemented. Title V initiated the eight-week sequential English 60A and 60B courses paired with Reading 81. Students complete basic skills English courses within one semester.

Title V has also implemented a critical counseling component to the academic learning communities. Students see counselors at least three times a semester, including appointments prior to registration, prior to the drop date, and prior to finals. Faculty complete progress reports for all students enrolled in their courses, and the Title V counselors follow up with students to review and discuss the progress reports. Counselors attend courses each week and work with students, providing any additional resources and referrals students may need during the semester. Title V conducts a student survey at the end of each semester to attain the students' perspectives on their experiences and identify the critical elements—such as counseling, instruction, and tutoring—and their importance to the students' academic success in the Title V learning communities (Futuro!).

Title V has provided resources for continued student equity projects, including

- Renaissance Scholars Program
- ESL One-Stop and outreach
- tutors in math and English
- learning center equipment and software, including computers, printers, wireless cart, WEAVER reading software, and an interactive math software system
- computers for math and communications faculty, for student use in the Student Services lobby, and for tutorial services;
- laptops for assigned faculty and staff
- a cluster of servers and network system for Moreno Valley Campus
- computers and printers for Associated Students to allow access for students to apply, register, and check grades
- smart classroom equipment
- bus service for Back-to-College Day and the Basic Skills Retreat faculty in-service day
- wireless network system for Moreno Valley Campus
- conference fees, reassigned time funds, project stipends for faculty
- training for all counselors in learning styles
- funds to develop modules on student learning outcomes for the 4faculty.org faculty support website.

The Title V office has most recently been awarded the Title V Cooperative Grant that will provide a Center For Faculty Development at the Moreno Valley Campus. College administrators are working in coordination with the district to move a module building to MVC and designate the space as the Center for Faculty Development (CFD), which will offer technology training for faculty and staff, host faculty workshops and meetings, and house a faculty lab and other resources. The internship program will also be housed in the center.

The internship program, another component of faculty development, and in partnership with UCR and the Norco campus, will serve to recruit prospective community college instructors and provide skills training for Moreno Valley instructional personnel. Interns will work with a faculty mentor and the CFD Coordinator.

Puente Program: Active on campus since 2001, the Puente Program provides an integrated and supportive context to a cohort of students for their first year at the community college. Puente is designed for Hispanic-serving institutions; nearly half of Moreno Valley students are Hispanic. The program places the same group of students into a learning community of introductory math, English, and guidance classes. The program tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach. Puente has shown success in retaining students. Students in the Puente program between 2000 and 2002 passed the second semester of the sequence at a rate of 72 percent.⁴⁸ By contrast, according to a district study conducted between 1998 and 2003, only 41.5 percent of students from the general district population who started the same English sequence (Eng 50A and Eng 1A) passed the second semester.⁴⁹

Renaissance Scholars Program: Like the Puente Program, the Renaissance Scholars Program provides integrated support to a cohort of students, with the goal of improving retention and success to traditionally underserved populations. Eighteen percent of Moreno Valley Campus students are African American, well above the District average of 11 percent. The percentage of enrolled African Americans at the MVC corresponds to the demographics of our service area, as the city of Moreno Valley is about 20 percent African-American and the city of Perris about 16 percent; this correspondence suggests that Moreno Valley Campus is successfully recruiting African American students.⁵⁰ However, a district study that tracked 1,965 first-time enrolled students from fall 1998 through fall 2001 found that, of the seven ethnic categories tracked, African American Students in the district had consistently the lowest persistence and success rates.⁵¹

The Renaissance Scholars Program seeks to address this disparity. Begun in the fall semester of 2005, the program is a joint effort between the Moreno Valley Student Services Department and Moreno Valley Faculty members. Students volunteered for the program based upon their interest in an Afrocentric approach to learning and community service. The students were exposed to various cultural excursions, educational speakers, and a distinct "Rites of Passage" ceremony during their first year of involvement in the program. The second year of the program has seen the creation of the Renaissance Scholars Club and the development of an Ethnic Studies Program with an emphasis on Afro-American culture, literature, history, and music.⁵²

Other Learning Communities: Faculty at Moreno Valley have independently developed and implemented other learning communities as well. Notably, an English 1A/Philosophy 10 learning community was implemented in the spring and fall semesters of 2004. Such pairings promote writing across the curriculum, and the faculty involved presented a workshop on writing across the curriculum at a fall 2004 faculty retreat.

The Honors Program: Consistent with RCCD's mission of providing the highest quality instructional programs for a highly diverse student population, the district-wide honors program provides an enhanced learning experience for

those qualified students who seek additional intellectual challenges beyond the standard curricular offerings. The program offered its first classes in the fall semester of 2005. The Moreno Valley Campus initiated its program with one class, and is now offering courses for the spring 2007 semester in English composition, philosophy, history, and political science. In addition to these current offerings, the campus has developed course offerings in humanities, chemistry, and speech. Faculty have plans to offer additional honors courses in geography, anthropology, sociology, economics, and biology.

All designated honors courses pass through the regular curriculum development process as course outlines of record and earn articulation with the UC and CSU systems as independent courses. So far all of our courses have met articulation requirements, and a majority of them have aligned with the IGETC pattern (a somewhat longer process that takes close to two years). At the Moreno Valley Campus honors course development has somewhat outpaced program recruitment and growth goals, which places the program in the position of having a wide variety of classes to meet student needs. The program requires a 3.2 GPA in at least nine UC or CSU transferable units and eligibility for, or completion of, English 1A. At present the Moreno Valley Honors program has approximately 35 active students and 50 enrolled in the program.

Four key elements distinguish the delivery of instruction in honors classes:

- class size is limited to 20 students and the student centered seminar format is the preferred approach.
- Honors students read primary sources, original research, and original documents.
- Honors classes are writing intensive, requiring a minimum of 20 pages of formal, graded writing.
- Honors faculty utilize innovative teaching strategies, including inquiry driven and project based learning, performance and portfolio based assessment, student led conferences, peer reviews collaborative learning. Teaching an honors class provides participating faculty the opportunity to develop teaching approaches that they can then apply to their other classes and, through workshops, demonstrate to their peers.

The Honors coordinator is responsible for all aspects of the program. These duties include faculty recruitment, curriculum development, course scheduling, faculty training, student mentoring and advising, and outreach to area high schools and the local community.⁵³

Writing and Reading Center (WRC): The Writing and Reading Center supplements classroom instruction for students in writing, ESL, reading, and speech classes. Eighteen hours of attendance at the WRC is mandatory for students enrolled in English composition courses. Students of all abilities and at every stage of the writing process can profit from a consultation with one of the two instructors on duty or one of the peer tutors. The mission of the Writing and Reading Center is to help develop in students their skills and habits of mind as writers and thinkers. In addition to the instructors and tutors in the Writing and

Reading Center, students have access to computer workstations with web access, online exercises on all aspects of writing, worksheets with available answer key, and workshops covering a range of writing, reading, and research topics.⁵⁴

Language Laboratory: The language lab is used by the world languages (Spanish) and the community interpretation disciplines. The two disciplines currently access the language lab as a classroom, which is unavailable for student use outside of class meeting times.

Study Abroad Program: The district Study Abroad Program provides unique opportunities for students wishing to learn about foreign cultures and to continue earning academic transfer credit. Full-semester study abroad locations include Florence, Italy, and Oxford, England; short-term summer programs take students to the Czech Republic, Bulgaria, and Romania. A number of Moreno Valley faculty have participated in the Study Abroad Program, offering courses in their faculty service areas.

International Students: Districtwide the International Student Center serves about 250 students from more than 50 countries each semester. RCCD is approved for admitting International Visa students under the Student and Exchange Visitors Program (SEVIS) and U.S. Immigration and Customs Enforcement regulations. Students who are accepted are issued the I-20 document which they take to the U.S. Embassy or consulate in their country for the F-1 Visa. Cultural and social programs are offered, as well as comprehensive academic counseling and advice on immigration laws and regulations. Complete statistics are kept for the International Students, including all records required by the Federal SEVIS program. Data includes countries of origin, GPA (2.0 and above), enrollment (12 units minimum each semester), majors, completions of programs, transfer to four-year universities, associate degrees, and Optional Practical Training.

Tutorial Services: Peer tutors provide individualized instruction in course content, overall review, and study skills. There is no cost to registered students needing assistance in enrolled classes. During the fall of 2006, the campus had 23 tutors in various subject areas providing 2,496 hours of tutorial support.⁵⁵

Disabled Student Programs and Services (DSPS): The Moreno Valley Campus's Office of Disabled Students Programs and Services (DSPS) offers comprehensive support services and accommodations. Additionally, the very latest in adaptive computer technology is available to our students in the High Tech Center and in the Library. Approximately 325 students with disabilities register with the MVC DSPS office each year and request academic accommodations, equipment loan, or services to gain access to and participate in the classroom. Eligible students must provide documentation of a physical, learning, or psychological disability for which accommodations are needed. The student meets with the DSPS specialist to complete an intake interview. The student then sees the counselor for academic, personal, and vocational counseling, as well as to determine reasonable and appropriate accommodations. The learning disability specialist is available to evaluate students without

documentation who may be experiencing problems related to a specific learning disability. The LD specialist as a consultant for staff and faculty. DSPS staff make presentations on campus and in the local high schools.

Moreno Valley Campus provides all of the mandated services required by Title 5. Most services are coordinated through the local DSPS office. Alternate media and adaptive computer software play a critical role in diverse learning needs and styles. These allow a student to adapt written media into a different format. Blind or visually impaired students can convert a text or a webpage to audio or enlarge the text through Jaws or ZoomText. Students with a decoding disability convert written text so as to hear the written words while reading along. These are just examples of accommodations provided by DSPS. Four specific areas or services are coordinated through the district DSPS office on the Riverside campus. These include compliance issues, alternate media, adaptive computer software, and sign language services.

Three district resolutions that received the support of the Academic Senate that directly impacted students with disabilities were Resolutions 37, 42, and 94. Resolution 37 addressed the district's Academic Accommodations policy for students with approved reasonable and appropriate accommodations in the classroom. It subsequently became district board policy. Resolution 42 strongly encourages faculty members to include in their syllabi a statement that asserts their willingness to work with students with disabilities. Finally, Resolution 94 identified the need to improve the physical facilities for alternative test accommodation.

Students learn about DSPS through a variety of avenues, including the catalog and the campus website.⁵⁶ Many DSPS students are referred from high school special education programs. Outreach programs and classroom presentations to local feeder high schools play a big role in informing students with disabilities that community college is an option for them. Many students find out about DSPS through the required orientation of new students. Some may hear of services through the classroom presentations of Student Services. Many students hear of services through word-of-mouth from eligible students with disabilities who may recruit classmates that they observe having problems. Faculty and staff are also a frequent source of referrals.

Distance Delivery and Web-enhanced Courses: The Moreno Valley Campus has long offered some form of distance education. Current or pending options include

- web-enhanced courses
- hybrid courses
- online courses
- prerecorded audio-video lectures and PowerPoint presentations
- podcasting (Mp3) lectures and presentations (audio and video) through contract with iTunesU.

In the last five years, prerecorded telecourses have declined, while online courses—including both fully online and hybrid courses—have increased in number. The rise in online courses reflects the rise in demand for these courses

as they have become a viable option for more and more students, especially those facing congested commutes. During the 2006 calendar year, the MVC offered 5 telecourses and 51 online and hybrid courses in eight different subject areas: Business, History, Humanities, Management, Marketing, Music, Political Science, and Reading.⁵⁷

Web-enhancement of traditional face-to-face courses is an important tool now available to all instructors, providing supplementary learning resources and course document distribution. Hybrid classes and televised courses combine face-to-face delivery with distance instruction. Fully online courses are presented in a multi-media instructional format which allows for increased student participation and flexibility. Also, Tegrity software provides streaming audio and video as well as integration of online chalkboards and PowerPoint presentations. A recent year-long contract with Apple Inc. for multi-modal delivery of online course lectures through mp3 format and iTunesU will provide a new and student-friendly means of instruction. All of these modes of delivery are intended to create additional points of contact for the student and instructor and to meet current and future educational needs. The district Open Campus division provides training for all instructors interested in using some form of distance delivery.

EVALUATION

We believe the standard is met. Ongoing discussion about effective recruitment and scheduling of part-time faculty will enhance enrollment management.

The addition of a campus-based faculty development coordinator, along with the opening of the Center for Faculty Development, will promote more faculty development opportunities on campus and more participation by part-time and full-time faculty.

We are successfully developing more distance options for our students. Moreno Valley faculty review available data and student demographics in making decisions regarding delivery modes. Online courses are not only convenient for students; they allow the campus to increase its enrollment without significantly increasing its facilities. Growth in this area is vital. It must be managed carefully, however, to maintain high standards of student learning, a fact which warrants caution and study if the college is to grow its online offerings in a way that maintains student learning and success. Moreno Valley College is committed to assuring that all distance courses employ pedagogically sound methods of achieving real student learning. Furthermore, all courses newly offered in a distance format must first undergo careful scrutiny by the district Curriculum Committee. The Distance Education Delivery Proposal Form asks applicants to explain how "effective student/faculty contact will take place" and to explain how specifically the course will address challenges posed by distance delivery.⁵⁸

PLAN

- The Academic Planning Council will implement mechanisms to better

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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.

- recruit and support part-time faculty.
 - The faculty development coordinator will post faculty development activities on the campus website and make arrangements to have them announced at department and Academic Senate meetings.
 - The faculty development coordinator and personnel in the new Center for Faculty Development will collaborate with the district Open Campus unit to supplement its Hybrid Academy training with on-site, focused workshops specifically aimed at web-enhancement techniques for all Moreno Valley instructors.
-

Please find this section addressed together with II.A.2.b below.

II.A.2.

The institution assures the quality and improvement of all 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.

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

DESCRIPTION

Faculty drive curricular and program development at the Moreno Valley Campus and throughout the district. New course proposals are initiated by faculty and require approval of their disciplines and departments. Sometimes new courses or programs originate from administrators or the community, although they are still approved by the discipline faculty. The all-faculty district Curriculum Committee (a subcommittee of the district Academic Senate) oversees the curriculum development process and must approve all new and revised courses before they are submitted to the Board.⁵⁹

Since 1994, the district has had an established procedure for approving new or substantially changed educational programs. It was originally developed by the Academic Senate and the Administration to “assure broad faculty input.” The

programs.

process was most recently revised in 2004 to integrate program development with the developing Strategic Planning Process on all three campuses. The five-phase process requires data to justify need, and stipulates broad input from the faculty. Notably, district-wide disciplines and the district Curriculum Committee oversee quality control and the establishment of clear and appropriate student learning outcomes.⁶⁰ The campuses have shifted to an outcomes-based model of student achievement. The program review process is designed to ensure that student learning outcomes are appropriate for each course and to assess whether those outcomes are indeed being achieved by students who pass a course or program.

This program-approval process depends upon the collaboration of the district Curriculum Committee with a number of other district and campus entities:

- discipline/department curriculum representatives
- the Program Review Committee
- the district Assessment Committee
- the district and Moreno Valley Academic Senates
- the Moreno Valley dean of instruction (or other area deans) and the vice president for educational services
- the district vice chancellor of academic affairs
- the district Office of Institutional Effectiveness
- the district articulation officer
- the associate vice-chancellor of occupational education and various industry advisory committees (for occupational programs).

The Curriculum Committee uses the following documents to guide its work:

- California Community Colleges Program and Course Approval Handbook
- Riverside Community College District Curriculum Handbook, which stipulates the use of statewide and local guidelines, college and district surveys, statistics, and demographic information to ensure that all of the courses, programs, and certificate programs meet or exceed the state and local descriptions and regulations
- state Academic Senate documents and policies on prerequisites, co-requisites, advisories, and limitations on enrollment
- Curriculum Committee Course Outline of Record guidelines
- RCCD Program Approval Process for Occupational Programs.

In addition, to ensure the continued quality and review of both new and existing courses and programs, particularly in pre-collegiate and developmental course areas, Moreno Valley relies on the following:

- discipline oversight of new curriculum across all campuses, ensuring a common curriculum throughout the district
- regularly scheduled departmental and discipline meetings related to course offerings
- formal and informal assessment across the curriculum within learning

communities and programs

- use of persistence and retention data to evaluate programs and courses in developmental areas
- workshops, flex activities, institutes, and dialogue dedicated to curriculum issues
- comprehensive program reviews for academic disciplines district-wide and annual campus based discipline program reviews.

These standards are applied to all course offerings at Moreno Valley, no matter the time, format, location, type of course (contract or regular, degree credit or non-degree credit), level (remedial, pre-collegiate, transfer), or mode and length of delivery. Finally, each committee or decision-making body associated with the design, implementation, and assessment of courses and programs at an appropriate level of quality is faculty driven, thus assuring the central role of faculty in the creation and monitoring of instructional courses and programs.

EVALUATION

We believe this standard is met. Established procedures are in place, and the faculty are committed to identifying student learning outcomes for all courses and programs and to using appropriate delivery modes and teaching strategies to assist students in attaining these outcomes. Progress is underway on assessing student outcomes and on incorporating effective learning strategies in the classroom.

PLAN

- No further plan is needed here. (But see other standard plans, such as those under II.A.1 above and II.A.2.b below, for initiatives aimed at improving the assessment and achievement of student learning.)

II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTION

The Moreno Valley Campus faculty are committed to student learning and outcomes-based assessment. The move to an outcomes-based assessment culture has been fostered in the District through the coordinated leadership of the District Assessment Committee, the Program Review Committee, and the Curriculum Committee.⁶¹ As subcommittees of the district Academic Senate, all three are faculty driven and all have representation from the Moreno Valley Campus.

All disciplines and programs at Moreno Valley Campus participate in the program review process, which revolves around the development and assessment of student learning outcomes (SLOs). The comprehensive program review process directs disciplines and programs to “develop a student learning outcomes assessment plan” for individual courses. In addition, every course that meets general education requirements must be evaluated using a district matrix for the correlation of course SLOs to district-wide, general-education

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.

SLOs (see IIA3 below).⁶²

The Curriculum Committee, responsible for approving course outlines, helps guide faculty in designing outlines that incorporate meaningful and measurable student learning outcomes. In the fall of 2006, the Curriculum Committee issued a revised guide to writing course outlines, which leads faculty through the steps of designing course outlines with appropriate student learning outcomes.⁶³ Moreover, Curriculum Committee representatives from Moreno Valley Campus—we have one representative for each instructional department—work individually with their department colleagues to assure that curricular initiatives from our campus meet high standards, especially with respect to student learning outcomes. Faculty can also get help developing courses and syllabi with pedagogically sound SLOs from 4faculty.org, a website overseen by the district Office of Institutional Effectiveness.⁶⁴ All district course outlines of record (CORs) will have incorporated student learning outcomes by fall of 2007.

More challenging than designing student learning outcomes is assessing them. This ongoing effort has been led by the District Assessment Committee (DAC). The DAC, established in 2000 in the wake of the last accreditation self study, is chaired by the Associate Vice Chancellor for Institutional Effectiveness and a faculty member. Currently, each campus, through its academic senate, elects two faculty members as voting members of the committee, though participation is much broader; typically 10 to 15 faculty attend meetings, along with Title V assessment specialists from each campus and at least one staff person from institutional research. In the past six years the assessment committee has developed a statement of assessment principles, an assessment glossary, an assessment website, and an initial comprehensive district assessment plan. The DAC has offered many presentations and FLEX workshops on designing and assessing student learning outcomes⁶⁵ (See I.B for a more detailed history of the DAC.)

Occupational Programs

As required by the educational statutes, occupational programs at Moreno Valley Campus rely on advisory committees of area professionals for assistance in developing effective student outcomes and assessment guidelines for particular programs and vocational courses. These committees meet at least annually and as needed.⁶⁶

Several of our vocational programs follow the guidelines of appropriate professional organizations in the formulation of learning outcomes and assessment procedures. Likewise, some vocational programs are accredited by appropriate professional bodies who mandate specific learning outcomes and assessment procedures for participating programs. For example,

- **The Physician Assistant Program** follows competency guidelines established by the National Commission on Certification for Physician Assistants (NCCPA), the Physician Assistant Education Association (PAEA), the Accreditation Review Commission for Physician Assistant Education, Inc. (ARC-PA), and the American Academy of Physician

Assistants (AAPA). The Physician Assistant Committee of the California Medical Board identifies the minimal prerequisites for students enrolling in the PA program. Graduates of the program must pass the NCCPA's Physician Assistants National Certifying Exam (PANCE) in order to receive a license to practice. The content of this exam is determined by ARC-PA standards, which is the national accrediting agency for PA programs.

- **The Emergency Medical Services (EMS) Program** follows competency guidelines established nationally by the Department of Transportation (DOT) and the National Highway Traffic Safety Administration (NHTSA), and includes national accreditation through the Commission for the Accreditation of Allied Health Educational Programs (CAAHEP) and the Commission for the Accreditation of Emergency Medical Services Programs (CoAEMSP). On a local level the program receives additional guidance and standards from the Riverside EMS Agency (REMS), and on the state level from the California Emergency Medical Services Authority (CEMSA). Graduates of the program must pass the National Certifying Exam of the National Registry of EMTs (NREMT) in order to receive a license to practice. The content of the national exam is dictated by federal standards. Once the students pass their national exam, they must take state and county tests to become certified in the county where they will be working.
- **The Dental Hygiene Program** is accredited by the American Dental Association's Committee on Dental Accreditation (COMDA) that sets forth the competencies that all accredited programs must meet. The curriculum and outcome evaluations that the Dental Hygiene Program has established have been approved as effective means to determine competence for the RCC dental hygiene students. To promote student success, COMDA also maintains strict entry prerequisites for accredited dental hygiene programs. As required for COMDA accreditation, the Dental Hygiene Program maintains an Advisory Committee that consists of representatives from the local dental and dental hygiene community, the dental hygiene student body, and the institution. The Dental Hygiene Advisory Committee meets twice a year—more than required by accreditation standards—as a way to keep the dental and dental hygiene communities in touch with what is going on with the program. The Dental Board of California accepts the findings of COMDA for Dental Hygiene Programs in California. Dental Hygiene students are able to take the National Board Examination in March of their second year, and upon successful completion of the National Board Examination (75% minimal pass) and graduation from the RCC Dental Hygiene Program, they qualify to take the California State Licensing Written and Clinical Examinations (75% minimal pass).
- **The Dental Assistant Program** is undergoing the accreditation process with the Dental Board of California and the American Dental

Association's Committee on Dental Accreditation (COMDA). It is expected that the first visit from COMDA will occur in April 2007. Graduates from the RCC Dental Assistant Program will qualify to take the California State Licensing Written and Clinical Examinations (75% minimal pass rates).

- **The Public Safety Programs at the Ben Clark Training Center:** All public safety programs taught at the Ben Clark Training Center use state licensing to determine the rigor of each course. All courses must be approved by each state organization. Competency levels are determined by state approving agencies, which provide certification to students upon successful completion of the course or program. The Peace Officer Standards and Training Commission of California (POST) identifies student learning outcomes for courses taught in the basic academy, the modular academy, and Advanced Officer Training. The California State Board of Corrections identifies student learning outcomes and provides state certification to students through the Standard Training in Corrections (STC) guidelines for students participating in the Correctional Academy and the Probation program. The success rate for the 2005-06 Police Academy was 96.13 percent, which is 16.37 percent over the state-negotiated level.

EVALUATION

We believe these standards are met, but we see opportunities for continued progress. The professional and pre-professional programs of Moreno Valley Campus are exemplary in assessing and tracking student outcomes based on rigorous accreditation standards. Among the non-vocational disciplines, the program review process now demands assessment of student learning outcomes; math and English have led the way in assessing outcomes. But all the academic disciplines have yet to incorporate comprehensive assessment practices. The professional programs may be able to provide models and mentoring to the campus as a whole.

PLAN

- The new Center for Faculty Development will schedule workshops and speakers on best practices in assessing and analyzing student learning outcomes, to include a) representatives from district Institutional Research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley Campus vocational programs; and d) the Title V Grant Outcomes Assessment Specialist.

II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to

DESCRIPTION

As discussed in the section on delivery of instruction above (II.A.1.b and II.A.2.d), faculty hiring and faculty development are the foundation of quality of instruction at Moreno Valley Campus. Instructors are responsible for applying

completion, and synthesis of learning characterize all programs.

their professional expertise to design well-sequenced and rigorous courses that achieve the learning outcomes stipulated in the course outlines of record. All faculty are required to submit their course syllabi to the office of the dean of instruction. Peer review of syllabi and class observations are integral to the improvement of instruction process. The campus faculty development coordinator promotes and coordinates faculty development activities.

Likewise, as discussed under II.A.2.a and II.A.2.e, faculty drive the program review process, which includes a review of course outlines of record (CORs). All course outlines must be approved by the district Curriculum Committee and are expected to include learning outcomes that cover an appropriate range of abilities on Bloom’s Taxonomy of cognitive abilities. The outlines specify appropriate course content, methods of instruction, methods of evaluation, and course materials and readings. Courses with advisories or prerequisites must specify entry skills and justify limitations on enrollment with a content-review grid or narrative.⁶⁷ Assessment and program review projects are beginning to provide clearer evidence of rigor and student achievement.⁶⁸

EVALUATION

We believe this standard is met. All courses fulfill state-mandated requirements for the relation between units and class hours, and all curricula meet state education code standards (Title 5):

- appropriateness to mission
- demonstrable need in relation to the ideal competencies of an educated citizen, student demand, and the job market
- quality (courses and programs are integrated so that successfully completing the program requirements will enable students to fulfill program goals and objectives)
- feasibility (Moreno Valley Campus must have the necessary program or resources to offer a course)
- compliance with all laws.

As detailed in II.A.3, the breadth of the institution’s programs is ensured through the general education requirement, and critical thinking is an institutional competency.

PLAN

None is needed.

II.A.2.d.

The institution uses delivery modes and teaching methodologies that reflect the needs and learning styles of its students.

This standard is covered together with II.A.1.b. above.

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II.A.2.e.

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

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 constituencies.

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DESCRIPTION

The program review process, in accord with the District Master Plan and the developing Moreno Valley Educational Master Plan, guides evaluation and planning of courses, programs, and certification at Moreno Valley Campus. This process is facilitated by the District Program Review Committee, which maintains a website providing documentation, guidelines, history, and other supports.⁶⁹ For a history of program review since 2001, see I.B. of this self study as well as the RCCD "History of Program Review."⁷⁰ The current process is guided by five principles: flexibility, collegiality, relevance, practicality, and effectiveness. Behind these principles is a commitment to make program review—centered around student learning—the engine that drives planning and resource allocation at the campus and throughout the district. By fall of 2007, all disciplines in the district will have completed one round of program review according to the process that has been implemented since 2001.

Instructional program review now has both an annual and a comprehensive component. Annual program reviews, conducted by instructional, campus-based disciplines, coordinate the contributions from all disciplines within each department and focus on recent data, resource needs, and educational outcomes. Each discipline follows an Annual Program Review Template that helps to guide the process.⁷¹

Comprehensive Program Reviews, conducted by district-wide academic disciplines, occur on a staggered four-year cycle. Guidance for the comprehensive review is provided by "Comprehensive Program Review: Background and Guidelines."⁷² The guidelines specify the principles and goals of the process; indicate what resources the district can provide; lay out a timeline; and supply instructions for preparing the review. Each review includes the following sections:

- mission and relationship to the college
- history since the last review
- data and environmental scan
- programs and curriculum
- student outcomes assessment
- collaboration with other units
- summary analysis.

EVALUATION

We believe these standards are met.

PLAN

None is needed.

II.A.2.g.

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTON

Although few common course examinations exist in the district, the District Assessment Committee has encouraged disciplines to experiment with common exams and norming processes as potentially effective means of assessing the achievement of student learning outcomes. A few disciplines have tried common exams or discipline-wide norming, and campus faculty have participated as members of their respective disciplines:

- **Math:** The discipline initiated the common final in Elementary Algebra (Math 52) in 2000 to compare learning outcomes of the traditional version of the course with a redesigned version of the course involving more lab work. Every question on the final relates to one or more of the course learning outcomes. The final has generated much productive discussion in the discipline. The discipline is also developing a common final for arithmetic (Math 63).
- **English as a Second Language:** The district ESL discipline has developed a final test bank and a file of optional writing prompts for Advanced Grammar and Writing (ESL 55). All full-time members of the discipline have approved the test-bank questions as reflective of the course content and learning outcomes. Starting in the fall of 2005, the discipline has met to grade the finals together. Each session has included a norming of instructor grading and the use of a rubric designed to correspond to the student learning outcomes of the course. Data have been collected, and the discipline is preparing a report. Also, at its district meetings the discipline vets writing prompts for bias before approval.
- **English:** The discipline has several ongoing assessment projects based on analysis of student writing and instructor norming. In spring 2006, for instance, the discipline conducted an assessment project for Basic Composition (English 50) that used a common writing prompt designed by the discipline as a final exam. Instructors were encouraged to participate in the norming and grading session after the exam had been given. The results are being examined. The English discipline is also preparing for its second assessment project of English Composition (English 1A), in which instructors evaluate students' required research projects.
- External licensing exams play an important role in many **vocational programs**. The Physician Assistant program, for instance, administers a standardized professional exam called PACKRAT, provided by the Physician Assistant Education Association. The exam, administered at the end of the first, didactic year and again at the completion of the second year, serves both to assess outcomes and as a study guide that directs student learning. In addition, all students must take the Physician Assistant National Certifying Examination (PANCE), which

they must pass in order to practice in the U.S.

EVALUATION

We believe this standard is met. All common finals and exams developed within the district are administered only after extensive discussion by the disciplines involved, which also monitor and update the exams as needed. Some professional programs, such as the Physician Assistant Program, administer common exams developed or required by external agencies. Whether or not to use common finals is part of the larger discussion on best practices in assessment.

PLAN

- None is needed.

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.

DESCRIPTION

The Moreno Valley campus adheres to the requirements set forth by Title 5 and the State Chancellor's Office as well as to the standards established by the district and campus Academic Senates and any articulation agreements with other community colleges and institutions to which students transfer (see II.A.6.a for more details on transfer agreements). These regulations and standards provide guidance in creating a curriculum which is appropriate for an institution of higher learning.

As discussed throughout Standard II.A.2, the Moreno Valley Campus has shifted to an outcomes-based model of student achievement. The program review process is designed to ensure that student learning outcomes are appropriate for each course and to assess whether those outcomes are indeed being achieved by students who pass a course or program. See II.A.2.f for a more detailed discussion of the self-study process and guidelines.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

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DESCRIPTION

Currently, the Moreno Valley Campus awards degrees and certificates based on student completion of the specified course options for each degree and certificate.⁷³ Some vocational programs have specified program-wide outcomes that are clearly keyed to the outcomes of specific courses.

EVALUATION

We believe this standard is met. Disciplines are currently aligning specific program and course SLOs with the general education SLOs proposed for all degrees granted in the district. (See II.A.3.)

PLAN

None is needed.

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 general education curriculum by examining the stated learning outcomes for the course.

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

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 the social sciences.

DESCRIPTION

The Moreno Valley Campus adheres to the district catalog, which includes the graduation requirements for general education. The district catalog clearly states a philosophy of general education that clarifies the following goals:

- "a basic competence with the English language in its written and spoken form
- at least a minimum competence in mathematics
- a knowledge of American history and governmental institutions
- regard for health, mental and physical, of oneself and of the community at large
- a grasp of the principles of the major divisions of human studies, humanities and science with some understanding of basic disciplines and methodologies
- knowledge in some depth of one subject area."⁷⁴

II.A.3.b.

A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

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.

In December 2006, the Board of Trustees approved a comprehensive set of General Education Student Learning Outcomes for Academic and Vocational Degree Programs. Reviewed by the MVC Academic Planning Council and the MVC Academic Senate, and adopted by the Moreno Valley Strategic Planning Committee, these General Education SLOs have been posted in every Moreno Valley Campus classroom:

Critical Thinking

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

Information Skills

- Demonstrate computer literacy
- Locate, evaluate, and use information effectively

Communication Skills

- Write with precision and clarity to express complex thought
- Read college-level materials with understanding and insight
- Listen thoughtfully and respectfully to the ideas of others
- Speak with precision and clarity to express complex thought

Breadth of Knowledge

- Understand the basic content and modes of inquiry of the major knowledge fields
- Analyze experimental results and draw reasonable conclusions from them
- Use the symbols and vocabulary of mathematics to solve problems and communicate results
- Respond to and evaluate artistic expression

Application of Knowledge

- Maintain and transfer academic and technical skills to workplace
- Be life-long learners, with ability to acquire and employ new knowledge
- Set goals and devise strategies for personal and professional development and well being

Global Awareness

- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity

- Demonstrate understanding of alternative political, historical, and cultural viewpoints⁷⁵

In spring 2007, The district Assessment Committee performed a pilot assessment of the general education outcomes for critical thinking by looking at course outlines of record, assignments, and student work in 10 to 15 courses that would be likely to meet those critical thinking outcomes. At the same time, a subcommittee on general education began the process of mapping course learning objectives for all general education courses onto the general education learning objectives, with the goal of developing a comprehensive inventory of what general education outcomes are relevant to each course. At Moreno Valley, a checklist of the general education outcomes has been distributed to instructors, who can then informally check which general education outcomes their courses address. Instructors have been encouraged to distribute the checklist to their students so that they, too, can self-assess the degree to which a given course addresses these general outcomes.⁷⁶

The district general education patterns introduce students to a breadth of study by requiring at least 23 semester units from a selection of courses in natural sciences (3 units) the social and behavioral sciences (6 units) the humanities (3 units), and language and rationality (10 units). All courses included in the general education requirements are approved by the district Curriculum Committee. Introductory level courses cover fundamental theories and methodologies of their discipline and introduce students to relevant subspecialties.

Likewise, requirements for an associate degree include successful completion coursework in reading, writing, mathematics, oral communication, critical thinking, and scientific/quantitative reasoning. Students must fulfill basic skills competencies in math and reading, and must take a minimum of three units of English composition and three units of communication and analytical thinking.⁷⁷ The faculty believe that these requirements in the major fields of knowledge, along with the bases of analytical, critical, and quantitative reasoning, give students the knowledge and tools necessary for continued, broad-ranging lifelong learning.

Ethics, civic responsibilities, and sensitivity to diversity and alternative points of view are directly addressed as “global awareness” in the general education outcomes listed above. Moreno Valley Campus provides courses that address these outcomes. In addition to the required course in political science or history, the associate degree requires a minimum of three units from a cultural breadth category that includes ethnic studies, humanities, world religions, and international perspectives.

EVALUATION

We believe these standards are met. The campus schedules courses meeting the RCCD general education requirements for the associate degree. The newly developed General Education SLOs have increased faculty awareness as faculty review their own courses to see how they are assisting students in

attaining these desired outcomes, not just in the general education sections, but in all courses offered at Moreno Valley.

PLAN

- None is needed.

II.A.4.

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

DESCRIPTION

All students seeking an associate degree at Moreno Valley must complete at least 60 units. In addition to the required 24 semester units of general education courses, all degree programs require at least 18 units in a vocational or established interdisciplinary major area.⁷⁸ The RCC District has two kinds of associate degrees. The associate in arts and associate in science degrees are general education transfer tracks that require students to take at least 18 units in one of four focused interdisciplinary groupings:⁷⁹

- Group one emphasizes social sciences and human services.
- Group two emphasizes communication and the arts.

- Group three stipulates fulfillment of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University breadth requirements.
- Group four, the associate in science degree, emphasizes math, engineering, and natural science.

The other kind of associate degree is the associate of science degree in occupational programs which requires at least 18 units in a given vocational area. As discussed in the description section of Standard II.A.1, multiple options exist on the Moreno Valley Campus for students to earn degrees in the vocational areas:

- Administration of Justice
- Administration of Justice/Law Enforcement
- Business Administration
- Community Interpretation
- Computer Information Systems
- Dental Assisting
- Dental Hygiene
- Dental Technology
- Early Childhood Studies
- Education Paraprofessional
- Paramedic
- Fire Technology
- Human Services
- Medical Assisting
- Physician Assistant.

The Senates at all three campuses have all considered and defeated proposals

to establish majors rather than areas of inquiry. One of the RCCD Strategic Initiatives for 2005—2010 is to increase the percentages of students completing associate degrees and vocational certificates. The Moreno Valley Strategic Planning Committee affirmed the MVC commitment to this initiative on March 8, 2007 with its approval of the 2007 Update of the Moreno Valley Response to the RCCD Strategic Initiatives⁸⁰

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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.

DESCRIPTION

As described in the descriptions for II.A.1 and II.A.2, the Moreno Valley Campus offers a wide variety of occupational programs leading to certificates and degrees. These programs work closely with their advisory committees to promote success on licensing and certification exams and ensure that graduates meet the expectations of employers. Most part-time faculty teaching in these occupational programs are employed in the fields in which they teach and provide a key connection between the academic setting and the practice arena. Graduates of specialized programs (for example, Physician Assistant, Dental Hygiene, and Paramedic/Emergency Medical Technician) have scored well on state and professional examinations required for entry into practice.⁸¹

EVALUATION

We believe this standard is met, as evidenced by the fact that students are demonstrating clinical proficiency, passing the licensing exams, and securing employment in their fields.

PLAN

None is needed.

II.A.6.

The institution assures that students and prospective students receive clear and accurate information about educational courses and

DESCRIPTION

The district catalog provides information about educational courses, programs, and transfer policies. Every course offered by the district is listed in the catalog with the following information provided:

- units
- transferability
- prerequisites, corequisites, or advisories

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.

- limitations on enrollment
- course description
- breakdown of lecture and lab hours
- grading method limitations (e.g., letter grade only, or pass/no pass only)
- credit limitations (e.g., non-degree credit only)

These components of the course descriptions are explained in the catalog.⁸²

Curricular patterns are likewise provided for all degrees and certificates. The catalog details general education requirements for all associate degrees as well as all required courses and elective options for vocational degree patterns. The vocational program patterns are also available through the district website, in a layout that also clearly indicates what degrees or certificates each program can lead to, and where the program is offered.⁸³ One can link from there to the whole catalog. Major requirements for transfer to specific four-year schools are detailed as well.⁸⁴ The Student Handbook provides more detailed information on degree patterns and directs students to work out specific educational plans with the campus counselors (see IIB).⁸⁵

EVALUATION

We believe this standard is met.

PLAN

None is needed.

II.A.6.a.

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

DESCRIPTION

Transfer of credit policies for students wishing to transfer from the Moreno Valley Campus to four-year institutions are clearly described in the catalog, with supplemental information in the Student Handbook. Both publications encourage students to consult with the counseling staff in order to develop an educational plan that matches the student's transfer goals.

Students can find basic information on transfer patterns in the district catalog.⁸⁶ The Transfer and Counseling departments have shifted from the older California Articulation Number system (CAN designations)—though these are still indicated in the Catalog--and now use the statewide ASSIST program to provide students with individualized guidance in making course selections to meet their transfer goals for the UC and CSU systems.⁸⁷ District Articulations with the UC and CSU systems involve

- course-to-course articulations
- Intersegmental General Education Transfer Curriculum (IGETC)
- preparation by major
- CSU general education breadth requirements.

appropriate to its mission.

The counseling and transfer staff also assist students interested in transferring to private or out-of-state institutions, explaining articulation agreements and patterns, and directing students to pertinent websites. The district maintains articulation agreements with a number of private colleges, including

- Brigham Young University
- Biola University (La Mirada)
- University of La Verne
- University of Southern California)
- California Baptist University (Riverside)
- Chapman University (Orange)
- La Sierra University (Riverside)
- Loma Linda University
- Mount St. Mary's College (Los Angeles)
- University of Redlands School of Business.⁸⁸

The Career/Transfer center provides students with handouts on all of our major transfer patterns and articulation agreements. The most pertinent handouts are also kept in racks in the hall just outside the Career/Transfer Center and next to the Admissions lobby.⁸⁹

The procedure for students seeking RCC credit for coursework done at other institutions is mentioned in the catalog under "Limitations on Enrollment," in the Student Handbook, and in the Course Schedule.⁹⁰ The catalog describes several avenues through which the district grants equivalency for outside coursework taken at other institutions or earned by exam, including Advanced Placement (AP) test scores, College Level Examination Program (CLEP) exams, and California Articulation Number (CAN) agreements.⁹¹ Credit by exam is possible for some courses through exams administered by the disciplines. The Matriculation Office and the Evaluations Office evaluate coursework from other colleges and universities, and on occasion, courses are referred to the appropriate disciplines for approval.

EVALUATION

We believe this standard is met.

PLAN

None is needed

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II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution

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DESCRIPTION

Moreno Valley College follows the requirements set forth by the State Chancellor's Office as well as local standards established by the Academic Senate and the district Vice Chancellor's Office for programs that are eliminated or substantially changed. The district's Locally-Developed Program Approval Process involves all related decision making bodies at the Moreno Valley

makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

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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.

Campus and in the district in the approval or substantial revision of all occupational programs.⁹² A draft for a program discontinuance policy has been developed and is currently circulating among the academic senates for refinement before submission of the suggested policy to the Board of Trustees for adoption.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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DESCRIPTION

Moreno Valley Campus provides information to all its constituencies through several media:

- **The district catalog** is updated annually to be as accurate as possible at the time of publication.⁹³
- **The district course schedule** is published each semester, including winter and summer intersessions. It includes separate sections for course offerings at each campus. Information in the schedule, submitted by the instructional departments and coordinated with the help of scheduling software, is as accurate as possible. Given the publication lead time for the schedule, however, not all information in the schedule is current at the time that classes start: staffing assignments may have changed; courses may have been cancelled; and courses not in the schedule may have been added.
- **WebAdvisor** is the online interface through which students register and access information on open sections. Unlike the hardcopy schedule, WebAdvisor continually updates course offerings, including a list of open courses.
- **Course syllabi**, according to district policy as stipulated in the Faculty Survival Guide, are to be distributed by instructors to their students at the beginning of each semester. Instructors are also required to file a copy of each syllabus with their instructional department. At Moreno Valley, these syllabi are kept by the instructional departmental specialists (IDS). The Faculty Survival Guide also itemizes what a good syllabus will contain, which includes student learning outcomes and a notice of services available for students with documented disabilities. Similar information on best practices for syllabi is available on the 4faculty.org website.⁹⁴

- **The campus and district websites** provide easy access, for students with high-speed internet service, to most of the information they might need, including open classes, application resources, and PDF versions of the catalog and the schedule. The campus website has links to pages where faculty and staff can access information important to them, or where individuals interested in working for the district can learn about employment opportunities. The websites also have links to homepages for “Community” and “Alumni and Friends.”⁹⁵
- **Brochures, fliers, and summary reports** are issued by many programs and departments. The accuracy of these materials is the responsibility of the issuing unit.

EVALUATION

We believe this standard is met. Nonetheless, improvements in the availability, currency, and accuracy of documents would be promoted by the establishment of a cataloguing system that would store the currently definitive versions of all documents of public record from all departments and units.

PLAN

None is needed. Through the strategic planning process, however, the campus will study the feasibility of establishing a cataloguing system for documentation of public records produced by the campus and the district and all units on campus.

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 and worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

DESCRIPTION

The Faculty Handbook spells out board-approved policies on academic freedom and responsibility in an “Ethics Statement” adapted from the American Association of University Professors Statement on Professional Ethics. The statement addresses the rights and responsibilities of the faculty, including their responsibility to “protect the academic freedom of students.”⁹⁶

Although no portion of the ethics statement directly requires faculty to separate personal conviction from professional views, the statement does declare that faculty “accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty.” The declaration would seem to imply the importance of distinguishing in the classroom between personal conviction and professionally accepted views. And “intellectual honesty” certainly entails the fair and objective presentation of professional knowledge.

The Student Handbook includes a paragraph on academic freedom that stipulates the student's freedom from “unlawful discrimination” and the student's “right to learn.”

II.A.7.a.

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

EVALUATION

We believe these standards are met.

PLAN

None is needed.

II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTION

Board Policy 6080 declares, "The definitions of cheating and plagiarism and the penalties for violating standards of student conduct pertaining to cheating and plagiarism will be published in all schedules of classes, the college catalog, the student handbook, and the faculty handbook. Faculty members are encouraged to include this information in their course syllabi."⁹⁷

The course schedule includes a statement that declares expectations of student honesty, that briefly defines plagiarism and cheating, and that refers students to the Student Handbook for the disciplinary consequences of academic dishonesty.⁹⁸ The Student Handbook provides expectations concerning student academic honesty and defines key terms, such as "plagiarism" and "cheating." The handbook provides a sequence of due process for disciplinary action, but does not clearly distinguish consequences for academic dishonesty from the consequences for other kinds of misbehavior (harassment, possession of illegal items, assault, etc.). Statements on academic honesty and academic freedom appear in the 2007-08 catalog.

The Faculty Survival Guide encourages instructors to create a well-prepared syllabus that "can avoid the appearance of injustice and head off student complaints and grievances."⁹⁹ The Guide refers faculty to a sample syllabi with detailed statements and analysis for how faculty may approach problems with intellectual honesty.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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II.A.7.c.

Institutions that require conformity to specific codes of conduct for staff, faculty, administrators, or students, or 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.

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This standard does not apply.

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II.A.8

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

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This standard does not apply.

¹ Fact Book 2006, p. 21: "Moreno Valley Campus Student Demographics: Educational Goal Fall 2004 and Fall 2005." The figure of 2300 is arrived at by adding together all those seeking a bachelor degree, both with or without the AA.

² Moreno Valley Achievement Celebration: 2006 Transfer Report.

³ RCCD Catalog and the following fliers distributed by the Transfer Center: Riverside Community College Courses Transferable to University of California, 2006-2007; Riverside Community College Courses Transferable to California State University, 2006-2007; New Courses Approved as UC Transferable. Calculation of the numbers was done by the District Office of Institutional Reporting.

⁴ Data provided by the District Office of Institutional Reporting. See also Summary of Transferrable Class Offerings for Moreno Valley Campus (Based on the schedule of classes for winter through fall of 2006).

⁵ See, for example, the Spring 2007 Schedule of Classes.

⁶ See Enrollment Simulation and Planning: Environmental Scan: Riverside Community College District, by Charles MacIntyre, 2002, p. 19, for data showing the need for workers in the healthcare fields.

⁷ George Gage, faculty coordinator of Community Interpretation.

⁸ RCCD Foundation data.

⁹ Donna Lesser, coordinator of the Dental Hygiene and Dental Assisting Programs.

¹⁰ Riverside Community College Program Development Process, revised Oct. 2005.

¹¹ Occupational advisory committee agendas.

¹² Course placements data, provided by David Lee, district placement services coordinator.

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- ¹³ One received a recommendation to take the PTESL if one answers “No” to the question, “ Is English the first language you learned to speak?” and if one’s Accuplacer results placed one into the most basic English class (Eng 60A).
- ¹⁴ Fact Book 2006, pp 71-73.
- ¹⁵ ENG 60AB/ ESL 54 and 55 Assessment Report, Aug. 22, 2005.
<http://academic.rcc.edu/dac/documents/Report%20on%20Basic%20Writing2.pdf>
- ¹⁶ Spring 2007 Schedule of Classes Spring, p. 140.
- ¹⁷ Inland Empire Educational Consortium, conference agendas.
- ¹⁸ Academic English as a Second Language, a tri-fold brochure.
- ¹⁹ RCC Application in Spanish.
- ²⁰ Basic Skills Retreat flier and agenda.
- ²¹ Student Learning Outcomes Assessment, on the website of the District Assessment Committee,
<http://academic.rcc.edu/dac/index.htm>
- ²² Program Review Templates; The History of Program Review. Both are on the Program Review website:
<http://www.rccdfaculty.net/pages/programreview.jsp>
- ²³ An earlier version of a Fact Book was published in the early 1990s.
- ²⁴ Fact Book 2006, [iereports.rcc.edu/s\home](http://reports.rcc.edu/s\home)
- ²⁵ Fact Book 2006.
- ²⁶ Course schedules.
- ²⁷ High school articulation agreements.
- ²⁸ City of Moreno Valley, Community and Economic Profile, 2004, p. 16; Student Profiles, 2003, California Post-Secondary Education Commission Report #03-09, Nov 2003.
- ²⁹ Moreno Valley College Middle College High School Program Statistical Report, years 2000-1 through 2005-06; Middle College High School Program, a tri-fold flier; grant approval letter from CCCO.
- ³⁰ Vista Del Lago Middle College High School Program Statistical Report, prepared by Edward F. Alvarez and provided by Silvia Trejo 1/11/07.
- ³¹ www.rcc.edu/administration/board/archives/2006-10-10.pdf ; grant approval letter from Gates Foundation.
- ³² Approaches for Improved Enrollment and Efficiency at the MVC.
- ³³ Fact Book, 2006, p. 87.
- ³⁴ Quoted in Basic Skills as a Foundation for Student Success in California Community Colleges, p. 21.
- ³⁵ Spring 2007 Schedule of Classes.
- ³⁶ The Plan for Tenure Track Faculty Hiring.
- ³⁷ Ibid. For more detail on hiring procedures, see III.A.1.a.
- ³⁸ Part-time Adjunct Faculty Initial Hire Agreement.
- ³⁹ Calculations based on data in the Factbook 2006, p. 85.
- ⁴⁰ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007. See also Improvement of Instruction & Tenure Review Overview & Forms for Fall & Spring, on the RCCD Evidence website.
- ⁴¹ “Improvement of Instruction—Part-Time Evaluation Cover Sheet,” Revised 11/15/2006. Located on the the RCC Web Site:
<http://www.rcc.edu/administration/academicaffairs/effectiveness/improvement.cfm>
- ⁴² New Faculty Orientation website, <http://www.rccdfaculty.net/pages/orientation.jsp>
- ⁴³ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.
- ⁴⁴ Back to College Events, <http://www.rccdfaculty.net/pages/eventmaterials.jsp>
- ⁴⁵ Open Campus website, <http://www.opencampus.com>
- ⁴⁶ Campus retreat agendas.
- ⁴⁷ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA.
- ⁴⁸ English Discipline Program Review: 2001, 2002. <http://academic.rcc.edu/dac/>
- ⁴⁹ Fact Book 2006, p. 71. Percentage arrived at by dividing the students who successfully completed English 1A into the number who attempted English 50A.
- ⁵⁰ Fact Book 2006, especially pages 15, 22 and 7.
- ⁵¹ Riverside Community College Diversity Scorecard Project, Abbreviated Results, September 1, 2005, PowerPoint file.
- ⁵² Renaissance Scholars Program, brochure.
- ⁵³ 2006-07 Catalog, page 23.
- ⁵⁴ Writing Center News, June 12, 2006.

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- ⁵⁵ The Tutoring Center.
- ⁵⁶ <http://rcc.edu/services/dsps/index.cfm>
- ⁵⁷ Moreno Valley Campus Online and Telecourse Offerings, winter, spring, summer, and fall of 2006.
- ⁵⁸ Distance Delivery Proposal Form.
- ⁵⁹ See various curriculum forms including: "New Course/Certificate Proposal"; "Course/Certificate Revision (or Deletion) Proposal"; "Distance Education Delivery Mode Proposal"; "Locally-Approved Certificate." Available on the RCCD evidence website.
- ⁶⁰ "Program Development Process." Also on RCCD evidence website.
- ⁶¹ For a more detailed history than herein provided of the recent coordinated developments among the District Program Review Committee, the District Assessment Committee, and the District Curriculum Committee refer to "Student Learning Outcomes and Outcomes Assessment: Riverside Community College District."
- ⁶² "Instructional Program Review: Self-Study Resource Guide," district accreditation portal site: <http://accreditation.rcc.edu>
- ⁶³ "Writing a Course Outline: A Step-by-Step Guide," District accreditation portal site: <http://accreditation.rcc.edu>
- ⁶⁴ A link to 4faculty.org can be found on the faculty page of the District website: <http://www.rcc.edu/faculty/index.cfm>
- ⁶⁵ Assessing Student Learning Outcomes: Riverside Community College District.
- ⁶⁶ Program assessment guidelines.
- ⁶⁷ "Writing a Course Outline: A Step-by-Step Guide," prepared by the Riverside Community College District Curriculum Committee; "Model District Policy on Prerequisites, Corequisites, and Advisories." Both documents available on the District Evidence web site.
- ⁶⁸ District Assessment web site: <http://academic.rcc.edu/dac/>
- ⁶⁹ RCCD Program Review web site: <http://www.rccdfaculty.net/pages/programreview.jsp>
- ⁷⁰ "The History of Instructional Program Review," <http://www.rccdfaculty.net/pages/programreview.jsp>
- ⁷¹ "Annual Program Review Template," <http://www.rccdfaculty.net/pages/programreview.jsp>
- ⁷² "Comprehensive Program Review: Background and Guidelines." <http://www.rccdfaculty.net/pages/programreview.jsp>
- ⁷³ 2006-07 Catalog, p. 47 and forward: "Curricular Patterns."
- ⁷⁴ 2006-07 Catalog, pp. 2, 3.
- ⁷⁵ "General Education Student Learning Outcomes for Academic and Vocational Degree Programs," <http://accreditation.rcc.edu/District/InstitutionalEffectiveness/AA%20AS%20Outcomes%20March%206%2C%202006.doc>
- ⁷⁶ Grid of general education outcomes; Math, Science, and PE Department minutes for March 16, 2007.
- ⁷⁷ 2006-07 Catalog, p. 32,
- ⁷⁸ 2006-07 Catalog, p. 32.
- ⁷⁹ 2006-07 catalog, p. 32.
- ⁸⁰ Strategic Planning Minutes
- ⁸¹ Accreditation self-studies for Physician Assistant, Dental Hygiene, and Paramedic/Emergency Medical Technician programs.
- ⁸² 2006-07 Catalog, starting p. 82.
- ⁸³ <http://www.rcc.edu/programs/index.cfm>
- ⁸⁴ 2006-07 Catalog, pp 31-80.
- ⁸⁵ "Student Handbook: Resource Guide for Students." 2006-07.
- ⁸⁶ Riverside Community College Catalog, p. 42.
- ⁸⁷ <http://www.assist.org>
- ⁸⁸ Articulation Agreements with the listed schools
- ⁸⁹ Transfer Center handouts
- ⁹⁰ 2006-07 Catalog, p. 6.
- ⁹¹ 2006-07 Catalog, pp 36-38 and 46.
- ⁹² "Locally-Developed Program Approval Process."
- ⁹³ Memo from Naomi Foley to Daniel Clark: "RE: evidence of procedures for updating catalog." October 2, 2006.
- ⁹⁴ "Faculty Survival Guide," 2006-2007, p. 3; <http://www.4faculty.org/index.jsp>
- ⁹⁵ Riverside Community College website: <http://www.rcc.edu/district/>; Moreno Valley Campus website: <http://www.rcc.edu/morenovalley/index.cfm>
- ⁹⁶ Faculty Handbook, Appendix J: <http://www.rccdfaculty.net/handbook/>
- ⁹⁷ Board Website, <http://www.rcc.edu/administration/board/policies.cfm>
- ⁹⁸ Schedule of Classes, Spring 2007, p. 203.
- ⁹⁹ Faculty Survival Guide, 2006-2007, p. 3.
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II.B: STUDENT SUPPORT SERVICES

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

INTRODUCTION

The Riverside Community College Moreno Valley Campus (MVC) opened its doors on March 13, 1991. Since its inception, the Student Services Department has been an integral part of the campus with a focus on student access, progress, learning, and success. On that first day at the Moreno Valley Campus, a lone student services specialist provided services in the areas of Admissions and Records, Student Financial Services, Career and Transfer Center, and Counseling. Today, the Moreno Valley Campus offers a complete array of student support services to assist students in establishing appropriate educational goals and to provide support services to help them achieve these goals. The Student Services department comprises over twenty offices and programs dedicated to the district's Student Services mission to "provide a student-centered environment that will enhance academic achievement."¹

Since the last accreditation report of 2001, the district has taken steps to enhance the learner-centered environment.² During the fall of 2004, the Moreno Valley Strategic Planning Committee was established and the campus Student Support Services Sub-Committee was given the charge to

- review and assess current student services and make recommendations for improvements
- review and discuss completed discipline program reviews and department plans
- examine how academic and student service plans and initiatives promote student learning and how that learning can be assessed
- provide a forum for students' voices.

To complement the strategic planning efforts of the district, the Division of Student Services has implemented the district-wide Program Review Process. District and campus administrators, faculty, staff, and students have engaged in an ongoing dialogue relating student services to student growth and development and refocusing the district's mission to assure that support services have a positive impact on student learning. The initial step of this transition was the development of Program Plans in 2003-2004 to identify strengths and areas needing improvement, determine program goals, and publish the program mission and vision.³ Comprehensive program review began in the fall of 2005 after intensive training for all departments focused on enhancing student service

area outcomes (SAOs) and improving student learning outcomes (SLOs) identified in the program plans. Program Review has completed one full cycle as of Summer 2006.

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.

DESCRIPTION

The Moreno Valley Campus provides a wide array of quality support services to help its more than 8,000 students, who are from diverse backgrounds, navigate their college careers:

- **Admissions and Records**, which includes **Evaluations and Veterans Affairs**, maintains all student records and assists students with
 - application for admission
 - registration for classes
 - determining residency, military status, or athletic eligibility
 - transcript requests
 - enrollment verification
 - GPA verification for state grants.
- The **Assessment Center** provides placement testing in math, English, reading, and ESL for all incoming students. Assessment also arranges testing opportunities for high school seniors on their campuses during the spring semester.
- **Intercollegiate Athletics** sponsors the cross country team on the Moreno Valley Campus. Facilities include the cross country track, the soccer field, and the multi-purpose building for team and individual athletic pursuits.
- The **Bookstore** sells textbooks, classroom supplies, snacks, and sundries.
- **Career and Transfer Center** provides a trained staff, an extensive collection of printed and audiovisual materials, computer programs (EUREKA, Choices, and Assist.org), and a variety of resources to assist students in making career decisions. The center provides students interested in transferring to a university or college with information on schools and eligibility requirements, and it helps them through the application process. Staff offer campus workshops and classroom presentations, arrange visits by local university representatives, and coordinate the annual Spring college fair.⁴
- **College Safety and Police** strives to provide a safe and secure academic environment for students and staff through basic police services, investigations, special events monitoring, safety escort service, money transfers, on-campus traffic control, disaster response, crowd control, and parking services.
- The mission of the **Counseling Department** is to foster and promote the intellectual, emotional, social, and cultural development of students by

offering a wide range of counseling, career, consultation, training, and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to be successful students and take full advantage of their college experience.

- **Disabled Student Services and Programs (DSPS)** offers comprehensive support services and accommodations for eligible students with documented disabilities. Additionally, the very latest in adaptive computer technology is available to students with disabilities in the High Tech Center and in the library. Approximately 325 students with disabilities register with the Moreno Valley campus DSPS office each year and request academic accommodations, equipment loan, or services to gain full participation in the classroom, programs, and campus activities.⁵
- The **Educational Talent Search Program** identifies and assists individuals from disadvantaged backgrounds residing in the Moreno Valley community who have the potential to succeed in higher education. The program offers academic, career and financial counseling to its participants and encourages them to complete high school and transition to the postsecondary school of their choice.
- **Extended Opportunity Programs and Services (EOPS)** is a state-funded program designed to facilitate the success of the financially and educationally disadvantaged student by focusing on recruitment, matriculation, retention, and individual student success. Support includes registration assistance, mandated EOPS orientation, academic counseling, book services, tutoring, and transfer information. The Cooperative Agencies Resources for Education (CARE) program is an extension of EOPS for single parents or heads of household who receive CalWorks/Temporary Assistance for Needy Families (TANF) and who have at least one child under the age of fourteen. These services include bus passes, parking permits, books and supplies, and child care assistance.⁶
- **Food Services** runs the Tiger's Den, a limited-service café that offers a nutritious short-order food menu. Catering services and full-line vending machines are available also for students, staff, and faculty.
- **Health Services**, an educational program focusing on health and the prevention of disease, contributes to student wellness. It offers student workshops topics such as stress reduction, healthy eating, and smoking cessation. Health Services also provides care and assistance when illness and injury interferes with a student's academic and personal success.
- The **Job Placement** office, a full-service employment agency, offers the following services: job referrals, job announcements, resume writing assistance, interview techniques, job counseling, resource materials, classroom presentations, annual job fairs, and on-campus recruiting.

- **Matriculation**, a state-mandated office, consists of several components dedicated to student success and effectiveness of the institution: admissions, orientation, assessment, counseling, student follow-up, research, coordination and training, and prerequisites.
- **Outreach Services** provides prospective students with the necessary tools to make informed decisions about current and future opportunities available at the Moreno Valley Campus. Outreach works within the local community and in the high schools to promote college attendance and to educate prospective students on enrollment processes, concurrent enrollment opportunities, and upcoming special events or field trips to the campus.
- Active on campus since 2001, the **Puente Program** provides a cohort of students an integrated and supportive context for their first year at the community college. Puente is designed for Hispanic-serving institutions, and nearly half of Moreno Valley students self-identify as Hispanic. The program places the same group of students into a learning community of introductory math, English, and guidance classes. The program tailors content and delivery methods to the needs of the students. The instructors and counselors work as a team in recruitment, counseling, and family- and community-outreach.
- The **Renaissance Scholars Program** provides integrated support to a cohort of students and aims to improve retention and success to traditionally underserved populations, with a special focus on the African-American experience. Eighteen percent of MVC students self-identify as African-American.
- **Student Activities** program staff, in collaboration with the Associated Students of Moreno Valley and campus clubs, are dedicated to providing all students with opportunities to develop leadership skills through participation in student government and co-curricular programs. The goal is to create a learning environment that allows students to implement theories learned in the classroom and to develop skills that can transfer into their personal and professional endeavors. Student Activities provides opportunities for student involvement in campus life through participation in clubs, student organizations, student government, cultural activities, educational lectures, and recreational activities.
- The goal of **Student Financial Services** is to assist all financially needy students to reach their educational goals by providing a wide assortment of financial services to individuals and families. These include the provision of informational literature, outreach activities on and off campus, the Student Financial Services website, workshops in English and Spanish, and application assistance. The programs administered by SFS include the following: Federal Pell Grant, Federal Supplemental Opportunity Grant (FSEOG), Federal Work Study program (FWS), Board of Governors Fee Waiver (BOGW), California

state grants including the Cal Grant B and C program, the Chaffee Grants program, the Child Development Grant program, and the Bureau of Indian Affairs program.⁷

- The **Title 5** program is a federally funded grant under Title 5 of the Higher education Act of 1965. Title 5 provides targeted funding and resources needed to support instruction and student services. Title 5's overall objective is to improve student success through institutional change.⁸
- **Tutorial Services** provides peer tutoring in course content, overall course review, and study skills. There is no cost to registered students needing assistance in enrolled classes. During the fall of 2006, the campus had 23 tutors in various subject areas.
- **Workforce Preparation**, although officially supervised through the Office of Academic Affairs, has maintained a collaborative working relationship with the Student Services department. WP staff attend Student Services staff meetings.

EVALUATION

We believe this standard is met. Historically, Student Services has demonstrated the success of its services through statistical measures, such as rates of graduation and transfer. In addition, the dean of Student Services has consistently held monthly information meetings, at which members of all departments share information. These regular meetings promote unity and communication, and they give the dean a tool for oversight of quality and effectiveness.⁹ Further, most departments maintain statistical and quantitative records that can provide evidence of success. For example, in the fall of 2005, Admissions and Records kept records of student transactions that demonstrated the success of extending Friday and Saturday hours during the first four weekends of the fall semester.¹⁰ A similar success was documented during the fall 2006 registration period for the Moreno Valley Call Center.¹¹

Surveys constitute an additional method of assessing student satisfaction, and some student services departments have begun to use surveys to assess quality of services. For example, a 2005 survey conducted among students of the Middle College High School Program reveals high levels of satisfaction with the program and confidence of future success.¹² The campus also reviews the data from the Community College Student Experiences Questionnaire (CCSEQ) and the student satisfaction survey of graduating students.

The campus has made a consistent effort to provide access to a full complement of student services. Even with increased staffing over the years, the campus continues to staff a few offices—EOPS and Job Placement—with part-time personnel. The campus lacks an athletic coordinator. Also the current array of services available works well for the traditional daytime student, but with an increase in evening and Saturday classes there is an increasing need for access

to services in the evenings and on Saturdays to meet the needs of non-traditional students. Moreno Valley's annual Student Services Program Review process provides an on-going self-study to identify student population trends and needs.

PLAN

- As funding becomes available, the dean of student services will request full-time staff in EOPS and Job Placement.
- As funding becomes available, the dean of Student Services will arrange for expanded service hours for evening and weekend students.

II.B.2.a-d.

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: (a) general information, (b) requirements, (c) major policies affecting students, and (d) locations and/or publications where other policies may be found.

DESCRIPTION

The Riverside Community College District 2006-2007 Catalog includes all the required general information except for the Academic Freedom Statement, which can be found on page 49 of the 2006-07 Student Handbook.¹³ Likewise, the catalog fully describes all student requirements and major policies affecting students. The non-discrimination policy in the catalog is given in both English and Spanish; it also appears in the Student Handbook and in the course schedules.

The college catalog is updated annually to be as accurate as possible at the time of publication. In March, the administrative assistant to the associate vice-chancellor of instruction sends a notice to departments, staff, and administrators to review and update sections of the catalog for which they are responsible.¹⁴ The revised information is submitted to the vice-chancellor of academic affairs for approval and inclusion in the next catalog. Curriculum is proposed by faculty and submitted for approval to the district curriculum committee and from there to the Board of Trustees. Newly approved curriculum will be included in the next catalog, which is printed each May, and submitted to the Board of Trustees for approval each June.¹⁵

Paper copies of the district catalog cost \$5.45 (September 2006) and are available in the campus bookstore. The catalog is accessible for free at www.rcc.edu as a PDF file.

Other key publications include the district Student Handbook, updated annually, and the district course schedule published each semester including the winter and summer sessions—both are referred to in the catalog.¹⁶ Both are available online at the district website, and they are available free in limited copies at the Admissions and Records Office. The Student Handbook, which is currently edited and published by the district, includes a wealth of useful information to help students succeed and get the most from their college experiences, with sections on time management, graduation requirements, moving through math and English, and club-involvement. Students participating in orientations receive a copy of the handbook. As a convenience, Guidance 45 (which is also offered at several area high schools) uses the catalog and handbook as required course materials.

Enrolled students receive paper copies of upcoming course schedules in the mail. The decision as to whether to mail the paper schedule to all area residents or only to send out an informative postcard varies from semester to semester and depends on budget and enrollments. The postcard lists the district's web link and local campus phone number that allows the resident to request a paper course schedule.

EVALUATION

We believe this standard is met. The district catalog is up-to-date, well-organized, and user friendly, with a clearly subdivided table of contents and a comprehensive index.

PLAN

None is needed.

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.

DESCRIPTION

Student Services is committed to providing equitable access to all students in its service area. Because so many of our students are first-generation college students from traditionally underserved populations and economic groups (see the Introduction to the Self-Study), we have a special responsibility to make the college experience as welcoming and accessible as possible. Data provided by the district's Office of Institutional Research aid Student Services administrators, faculty, and staff at the Moreno Valley Campus to identify changing learning support needs of students. Additional information is gathered from a variety of sources to more effectively evaluate the support services needs of students at the Moreno Valley Campus, including

- Student Services program review updates¹⁷
- Moreno Valley Campus Matriculation Plan¹⁸
- Moreno Valley Campus Strategic Planning Committee and the Student Services Subcommittee
- assessment (course placement) results for English, Reading, Mathematics and English as a Second Language¹⁹
- student requests for services, including
 - o Counseling appointments
 - o Disabled Student Programs & Services
 - o Extended Opportunities Programs & Services
 - o Financial Student Services

- o Health Center appointments
- o Job Placement services
- o Transfer/Career center visits
- o Tutoring appointments.

Additionally, several student services have been instituted to assure all student populations equitable access to higher education and student learning supports on campus and within the Moreno Valley service area:

- categorical and grant-funded programs such as Disabled Student Programs & Services, Extended Opportunities Programs & Services, Educational Talent Search Program and Title 5
- classroom presentations by counselors to inform students of campus support services
- College Fair and university field trips
- Day of the Lion activities for high school students who have completed GUI 45 (Introduction to College) or the Assessment test at high school
- “Meet the Counselor” information table during Spirit Week
- scholarships and scholarship application workshops through Student Financial Services
- Student Equity programs such as Puente and Renaissance Scholars Program
- Student Financial Services orientations and “Application Marathons” providing assistance with completion of the FAFSA, the Board of Governor’s Fee Waiver (BOGFW) and the Cal Grant Application
- Spanish translations of several important campus documents and policies to increase awareness and ensure access among the large Spanish-speaking population served by the Moreno Valley Campus.

One example of increased access resulted from the concerns voiced by faculty, staff, and students about the challenges English language learners have navigating the admission and matriculation processes. Student Services established the English as a Second Language (ESL) Committee in the Spring of 2005 with members representing the ESL faculty, outreach, admissions and records, assessment, matriculation, counseling, and financial services. As a result of committee recommendations, the Moreno Valley Campus now offers ESL students a “one-stop shop.” Now when students come in to take the Placement Test for English as a Second Language (PTESL), they receive orientation and counseling during the same visit, which moves them through the entire matriculation process without having to return to campus multiple times.²⁰ This has resulted in an increase in the enrollment in ESL courses.²¹

Access to many campus services is constantly improving regardless of location. One significant change since the district’s last accreditation review is the improvement of online services and the implementation of WebAdvisor. Students now have access to a variety of online services and activities through the district website, including

- application for admission in English and Spanish
- assessment testing information, schedule, and hours
- campus maps

- registration and add/drop
- probation and readmit workshops
- phone and email directory of staff and faculty
- Student Financial Services information and award letters
- grades and transcript requests
- payment of fees.

Computers are available in the Student Services building lobby for access to these online services.

Moreno Valley Student Services also provides support to the following off-site instructional locations:

- Ben Clark Training Center: A district counselor visits the facility once a week for scheduled appointments.
- March Dental Education Center and Ben Clark Training Center: Disabled Student Program & Services Counselor has visited as needed based on referral.
- Feeder High Schools: Outreach and Assessment offices provide students at feeder high schools the opportunity to apply to RCCD and to take the RCCD placement tests in math, reading, and English. Student Financial Services provides workshops for students and parents and makes financial aid applications available at the high-schools.

EVALUATION

We believe this standard is met, though improvements in the availability of student services at Ben Clark Training Center are desirable. Ben Clark has been under the auspices of the Moreno Valley Campus since July 2007. Limited student services are currently available. The dean of Student Services and the dean of Public Safety Education and Training are developing a needs assessment instrument and will administer it to Ben Clark students. The results of that assessment will be used to determine the most appropriate action plan, and that plan will be incorporated into Student Services program review.

PLAN

None is needed.

DESCRIPTION

The mission statement of Moreno Valley Campus Student Services emphasizes that “Student Services programs are concerned with the whole student—designed to enhance the intellectual, emotional, physical, spiritual, cultural, ethical, and social development of students in a safe and secure environment.”²² In accord with its mission, Student Services, along with the college as a whole, supports an array of programs, activities, events, and associations that foster the development of the whole student.

II.B.3.b.

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

The Associated Students of Moreno Valley provides students with the autonomy and power for self-development in all areas, and encourages participation in a variety of clubs and activities. Active clubs for 2006-07 include the following:²³

- African-American Student Association
- Alpha Gamma Sigma Honor Society
- Art Club
- Dental Hygiene Club
- Emergency Medical Services Club
- Gospel Singers
- Human Services Club
- Lesbian Gay Bi Straight Transsexual Association
- Middle College High School Club
- Music Club
- Physician Assistants Club
- Puente Club
- Spanish Club
- Spoken Word
- Students for Christ.

The Associated Students, sometimes in conjunction with specific clubs and other campus entities, also sponsors a variety of civic and cultural events, including¹²⁴

- Athena Scholarship for Outstanding Community Service
- Black College Expo
- Black History Month
- Club Rush
- Health Fair and Campus Blood Drive
- Community Spring Egg Hunt (Busqueda de Huevos)
- Cinco de Mayo Celebration
- Halloween Valley
- Holiday Food Baskets and Toy Drive
- Intercollegiate Athletics – Cross Country
- Women's History Month
- Meet the President, RCC, Moreno Valley Campus
- Student Trustee election.

In addition, the campus environment fosters the aesthetic and personal development of students in a variety of ways:

- Art students have their work displayed in the Writing and Reading Center and the Computer Lab.
- The Music Club provides Friday afternoon instrumental jam sessions open to all students.
- The Moreno Valley Campus Gospel Singers have performed internationally and present all students an avenue to pursue an interest in gospel music and performance.
- The Counseling faculty offer several courses that range widely in content: college survival skills, career exploration, educational planning,

and adaptive computer use for students with disabilities. These courses allow students to develop an understanding of themselves, identifying their personal and educational goals, and help students perform to their maximum potential.

EVALUATION

We believe this standard is met. The campus environment fosters the aesthetic and personal development of its diverse student population. In addition, Moreno Valley campus continues to open its facilities to more public events, which are vital to making the campus truly a center of activity in the community, enriching both the community and the students. The seasonal events listed above bring families with children onto the campus. In the spring of 2006, the campus co-sponsored, with the City of Moreno Valley Trails Board, a public walk and forum on the future of open space in the Inland Empire.²⁵ A public relations liaison—with a split assignment between the Norco and Moreno Valley Campuses—offers assistance in promoting events. The Moreno Valley Campus does not, however, currently have an events organization or any consistent promotion of cultural affairs on campus facilities aimed at bringing in the general public. The lack of an auditorium or other campus entertainment facilities, of course, currently hinders, but does not block entirely, the development of such activities. Limited campus security staff also poses a challenge to providing more cultural events aimed at the wider community.

PLAN

- Student Services personnel will explore avenues for expanding the offerings of cultural events on campus that are open to our surrounding communities, perhaps through KRCC TV Station and the various Chambers of Commerce.

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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.

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DESCRIPTION

Considerable effort has been devoted to the design, maintenance, and evaluation of campus counseling services. As part of the district counseling discipline, MVC counselors were involved in the development of the district-wide program review completed during the 2005-06 academic year.

All counselors meet the minimum qualifications for their positions. Permanent and adjunct counselors are routinely evaluated by their peers, students, and administration as outlined by the District-Faculty Agreement.

Numerous opportunities exist for professional development and are provided to the counseling faculty to help them maintain currency in their knowledge and skills. These activities have included

- California State Universities Counselors Conferences
- Ensuring Transfer Success Conference of the University of California

- visits to local private universities (California Baptist University, University of Redlands, Loma Linda University, La Sierra University)
- regularly scheduled discipline and campus meetings
- statewide conventions for categorical program counselors (EOPS, DSPS, and WorkForce Prep)
- training workshops (Myers-Briggs, counselor-specific Datatel screens).

EVALUATION

We believe this standard is met. During the 2000 academic year, a statewide Counseling Task Force reported that the average counselor-to-student ratio on California's Community Colleges was one counseling faculty per 1,918 students. The same report calculated that a ratio of 1:900 would be the appropriate ratio needed to comply with Title V standards. The RCCD Counseling program review points out a lack of compliance because all the program-based funding standards have not been forthcoming from the state legislature. On the Moreno Valley Campus during the Fall 2005 semester, controlling for special populations, the general counselor/student ratio was 1:2732.

The Counseling 2005-06 program review cited limited collaboration between counseling faculty and local high schools. The program review also identified a need to provide ongoing training for part-time counselors and interns.

The Moreno Valley Counseling faculty have addressed these problem areas with the following actions:

- Counselors hosted the annual Counselor-to-Counselor workshop for local high school counselors on campus.
- Counselors conducted post-workshop training for participants interested in teaching Guidance 45 at their schools.
- District-wide training was offered for part-time counselors during spring 2006.
- Campus and district department/program representatives present information at regularly scheduled campus and district counseling discipline meetings.

PLAN

- See the plan for Standard III.A.2 regarding hiring.
- Provide ongoing training for part-time counselors and interns.

II.B.3.d.

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

DESCRIPTION

As the Moreno Valley Campus mission statement says, the campus is open to “all who can benefit” from our educational services. It follows that part of our mission is to be sensitive to the diversity of our student population. Promoting real tolerance and appreciation of diversity is part of the fundamental educational mission of any college that seeks to educate the whole person. This is especially the case for the Moreno Valley Campus which is the most ethnically diverse campus of the Riverside Community College District.²⁶

The Moreno Valley Campus has the opportunity to be a crucible for the spread of tolerance and openness in the complex and rapidly growing communities it serves—young communities that still have a chance to forestall the kinds of entrenched divisions and segregations typical of communities with longer histories. It is important, moreover, for instructors, staff, and the students themselves to recognize the different kinds of diversity. Differences in income, sexual orientation, family structure, age, disability, cultural background, religious and political beliefs—all these, whether visible or not, are potent forces in the community, on campus, and in the classroom. Part of our task as a campus is to promote a recognition and understanding of these differences with the goals of giving all our students the fullest possible opportunity to succeed and of fostering in the community an ethos of informed tolerance. Ethnicity and race—the most commonly cited categories of diversity—are themselves far from well-defined categories. Any broad ethnic label—Hispanic, for instance—actually covers a complex web of different cultures and backgrounds. Sensitivity to the range and complexity of diversity thus must operate at every level of the college, from the way instructors design and teach their classes to the outreach and recruitment efforts of Student Services.

A number of specific Student Service programs and activities focus specifically on reaching out to diverse student populations:

- Disabled Student Services & Programs
- Educational Talent Search
- Extended Opportunity Programs & Services
- Outreach
- Puente Program
- Renaissance Scholars Program
- Title V
- hiring of diverse student services staff
- diversity training for Moreno Valley staff in order to participate on hiring committees
- Food Service menus that respond to ethnic holidays or celebratory observances
- special campus activities and events, planned throughout the year, that focus on observances of diversity. These have included
 - Black History Month

- o A Day of Silence, supporting acceptance of gay, lesbian, bisexual, and transgendered students
- o Cinco De Mayo celebration
- o Hispanic Heritage Month
- o Multicultural Festival
- o Mexican Independence Day
- o Women's History Month
- campus clubs and organizations representing diversity of gender, religion, sexual orientation and ethnicity:
 - o African-American Student Association
 - o Gospel Singers
 - o Human Services Club
 - o Lesbian Gay Bi Transsexual Association
 - o Puente Club
 - o Spanish Club
 - o Students for Christ

The campus demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding of diversity. One measure of these efforts is through the analysis of campus demographics, student satisfaction surveys, and the size of student attendance and participation of planned cultural events and activities. A second measure is area communities' perceptions of the campus. In 2006, The Moreno Valley Black Chamber of Commerce recognized the campus as the "Non-Profit Business of the Year." The Moreno Valley Chamber of Commerce has followed that honor by nominating the campus as the "Business of the Year" for 2007.

EVALUATION

We believe this standard is met. The Moreno Valley Campus demonstrates its commitment to diversity in the broadest sense through programs and services designed to promote and enhance student understanding of diversity. As the diverse student population changes and increases, we will continue to develop and modify programs and services that foster sensitivity to issues of diversity. For example, the campus is currently coordinating with the district Office of Equity and Compliance in the spring of 2007 to hold a sensitivity week involving faculty, students, guest speakers, training, dialogue, open forums, and reading circles.²⁷

PLAN

None is needed.

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II.B.3.e.

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

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DESCRIPTION

As an open admissions institution, the Moreno Valley Campus accepts all students who meet the basic eligibility guidelines established by the state. Applications are accepted throughout the year and available in paper format at the Admissions Office as well as online through the district website. An online application in Spanish is also available. Online applications have increased tremendously in recent years. An Admissions Office communication indicates that 80 percent of all applications for admissions of new and returning students were submitted online for fall 2006. Counter personnel assist with online applications at computers provided in the Admissions and Records lobby.

Placement tests in math, English, reading, and ESL are validated every three years. In accordance with state regulations regarding matriculation, Moreno Valley uses placement instruments from a list approved by the California Community College State Chancellor's Office. The district has implemented Accuplacer as its primary placement instrument for appropriately measuring student competency in mathematical and language skills. This approved instrument is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students. The college uses PTESL, a locally developed ESL placement test, which has also received state approval.

The admission process at the Moreno Valley Campus is the primary process by which students are referred to placement testing. To enhance access, Accuplacer is administered by the Assessment Center staff both on the campus and at feeder high schools. Additionally, to increase student access and eliminate discriminatory practices, placement tests are available on audio cassette and in Braille format, and are compatible with adaptive software for students with disabilities.

The Matriculation Office, academic disciplines, and district Office of Institutional Research establish criteria and maintain data for the evaluation of placement instruments.²⁸ A three-year cycle to validate placement scores (math, reading, English and ESL) for the district has been implemented.²⁹ The most recent revalidation studies were conducted in spring 2006 for the math discipline, and in fall 2006 for reading. English and PTESL test scores are planned for revalidation during the fall 2007 semester.³⁰

EVALUATION

We believe this standard is met. Complementing the open admissions policy, the rigor of the placement test validation process described above effectively minimizes the potential for inaccurate placement of students into math, English, ESL, and reading courses.

PLAN

None is needed.

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II.B.3.f.

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

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DESCRIPTION

The Moreno Valley Campus follows district, state, and federal guidelines for Class I, II, and III student records. RCCD Board policies 7060, 6070, and Regulation 7045 address the policy and procedures for the storage, confidentiality, and release of student records.³¹ The campus complies with state requirements found in Sections 59020-29 of Title V of the California Education Code. The college adheres to the Federal Education Rights to Privacy Act (FERPA) and requires a signed consent for transfer or release of documents.

The following are the specific practices for record keeping by the various units of Student Services:

- Admissions: Records—such as drop/add cards, matriculation appeals, transcript evaluations, and Student Education Plans—are scanned and then hard copies are stored in the archival vaults located in the Admissions and Records Office for three years.
- Student Financial Services: Staff scan and then shred paper records, with an electronic backup.
- Disabled Student Programs and Services: Inactive records are stored for three years and then purged and shredded.
- Student Health Services: Maintains a database of logging activity but does not maintain individual medical records.
- Counseling: Staff scan the relevant documents—such as transcripts, Student Education plans, and drop/add cards—and then shred the hard copies.

EVALUATION

We believe this standard is met. The Moreno Valley Campus maintains student records permanently, securely, and confidentially, with provision for secure backup of files regardless of the form in which those files maintained. The institution publishes and follows established policies for release of student records. As funding becomes available, the Moreno Valley Campus plans to accommodate the increasing student population with additional staff and technology resources.

PLAN

None is needed.

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.

DESCRIPTION

Student Services departments and programs participate in the district-wide systematic annual program review for all departments and programs which began with unit plans in 2004-2005. Student Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, Student Services evaluates its ability to meet identified student needs through

- annual internal program review
- regular program review as established at the district level
- monthly Student Service division meetings with the dean
- data collected and analyzed by the Office of Institutional Research, including
 - enrollment trends
 - student characteristics
 - persistence and retention rates
 - student satisfaction surveys of programs and services
 - assessment studies
 - placement instrument validations
 - staff performance indicators
 - degree, certificate, and university transfer rates.

Through an internal Student Services program review, each department annually evaluates its mission and objectives, the quality of services, and the need or demand for services. Moreno Valley Campus Student Service areas have participated in this annual program review process for several years now. In Fall 2005, as part of the formal district program review process, Student Services began incorporating student learning outcomes (SLOs) into its review. During that time, department leaders participated in

- development of SLOs and student Service Area Outcomes (SAOs) for their areas
- implementation of interventions to address the SLOs
- implementation of assessment processes to evaluate the effectiveness of the SLO interventions
- utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and weaknesses in its service area.

In addition to program review, the dean of Student Services facilitates monthly division meetings during which each department provides updates. At these meetings student services staff generate ideas and suggestions about how to enhance services, implement department events and activities, and support initiatives.

In addition, staff and supervisors are subject to regular performance evaluations conducted by the dean of Student Services and appropriate district

administrators Finally, counselors, educational advisors, classified hourly employees, and faculty members participate in workshops and conferences that promote professional development and the achievement of student learning outcomes.

EVALUATION

We believe this standard is met. The Moreno Valley Campus 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 a basis for improvement. Additionally, the Student Services program review process is being linked to the developing Strategic Planning Process.

PLAN

None is needed.

¹ District Student Services Mission Statement.

² District Report on Strategic Planning.

³ Program Plan samples.

⁴ Career and Transfer Center fliers.

⁵ Disabled Student Services and Programs flier.

⁶ Educational Opportunity Programs and Services flier.

⁷ Scholarship Application Packet through Student Financial Services.

⁸ Title V flier.

⁹ Student Services monthly information meeting, minutes.

¹⁰ Memo from John Thrower to Daria Burnett: "Saturday's Numbers." September 18, 2006.

¹¹ Moreno Valley Call Center data.

¹² Middle College High School Graduate Survey Results for the Class of 2005.

¹³ Riverside Community College Catalog, 2006-07.

¹⁴ Memo from Naomi Foley to rcc-all: "2006-2007 College Catalog," February 28, 2006.

¹⁵ Memo from Naomi Foley to Daniel Clark: "RE: evidence of procedures for updating catalog," October 2, 2006.

¹⁶ Student Handbook, 2006-07; Course Schedules.

¹⁷ Student Services Program Review, Moreno Valley College.

¹⁸ Matriculation Plan, Moreno Valley College.

¹⁹ Assessment results for English, Reading, Mathematics and English as a Second Language.

²⁰ Proposal for the ESL One-Stop and corresponding Flowchart, March 2005.

²¹ ESL enrollment statistics from the Office of Admissions and Records.

²² Moreno Valley Campus Student Services Mission Statement.

²³ Club fliers.

²⁴ Event fliers.

²⁵ Flier, "Open Horizons" The Future of Open Space in Moreno Valley and the Inland Valleys." April 22, 2006.

²⁶ Fact Book, pp. 20-26. Also, see demographic information in the Introduction.

²⁷ Sensitivity Week, flier.

²⁸ Accuplacer Data.

²⁹ District Matriculation Plan; Moreno Valley Campus Matriculation Plan.

³⁰ Revalidation results for math, ESL, reading, and English.

³¹ Board Policy #7060, 6070, RCCD Record Retention Policy.

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

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

IIC.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.

The Moreno Valley Campus has a library, an instructional media center, tutorial services, an interdisciplinary computer lab, a math lab, a writing and reading center, a language lab, and enhanced computer classrooms. Almost all classrooms have computer projection systems and internet access. The campus maintains free wireless access for students, faculty, and staff. In addition, the campus oversees two offsite locations—Ben Clark Training Center and March Dental Education Center--which also have a variety of learning support services.

IIC.1.a

Relying on the 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.

DESCRIPTION

Students, faculty, and staff at the Moreno Valley Campus benefit both from an on-campus library as well as the district’s Digital Library and Resource Center located on the Riverside Campus.

The Moreno Valley Campus Library/Learning Resources Center (which includes both the Library area, and the area occupied by the IMC) has 9,800 assignable square feet. The library alone has less than 9,000 assignable square feet. As of January 2007, the library has 27,625 titles (including e-books), 9 newspaper subscriptions, 145 hard copy periodical subscriptions, 78 sets of videotapes for telecourses, 139 DVDs and VHS tapes, and 53 district-wide subscription databases. There are 31 public Internet workstations and 3 PCs dedicated to the library catalog and databases (both with printing capabilities). Each of the library’s publicly available PCs serves 129 students. The public Internet PCs are enabled for Microsoft Office and streaming media; they have CD/DVD, audio ports, USB ports, and floppy drives. There are three photocopy machines, as well as a vending machine for copy cards.

The Moreno Valley Campus Library is staffed by one full-time librarian, two part-time librarians, one full-time library clerk, one half-time library clerk, a varying number of student assistants, and an assistant dean. Library operations are nominally under the administration of the vice president of

educational services, Moreno Valley. Some functions are handled only by the District Digital Library, such as all cataloguing, acquisitions, and resource processing.

Faculty and staff at Moreno Valley pursue many avenues in order to provide campus students and faculty with adequate resources—print, electronic, and technical.

- General collection development is guided by district policy.¹
- Faculty members are contacted at the beginning of each semester requesting recommendations for library resources which will fill their needs, as well as the needs of their students.² It is also possible for faculty to make collection development recommendations online.³ The Library is also made aware of needed resources through librarian membership on various committees, contact with students at service desks, and interactions during orientations and workshops.
- Faculty members consult with the librarians to coordinate students' assignments to ensure that the library can fulfill students' needs.
- The protocol for new program development requires a library review in order to determine what library resources will need to be acquired to support the new program.⁴
- Resources are also evaluated in preparation for accreditation of specific programs.
- Since the Library catalog is available online, it is not necessary for faculty to physically be in the library to evaluate the resources necessary for their subject specialty.
- Faculty members have the ability to make non-copyrighted materials available electronically through the Library's LAMP system.
- Online survey forms provide feedback from both faculty/staff and students.⁵

The Instructional Media Center (IMC) provides media support to all classrooms on all sites. Support encompasses projection systems, audio systems, laptop computers, transparency production, video production, presentation assistance, and other related services. (The Riverside Campus currently provides streaming media to the Moreno Valley Campus, but the service will be provided on campus by 2010.) The IMC has online and paper request forms that show the basic equipment that is readily available, and responds to instructor requests for equipment and services, usually within 48 hours. More complex requests—such as setting up for large venues or video and audio production—can be accommodated with plenty of notice and planning.

The three campus drop-in labs provide a variety of materials including computers, printers, software, online resources, and print materials for the supported disciplines and courses. The selection of resources is guided by input from lab coordinators, faculty, students, and learning resource committees who evaluate new textbook and software titles. Students, faculty and tutors are also surveyed as to the use and effectiveness of existing materials.⁶ Lab needs are monitored by lab coordinators with input from colleagues, staff, and students; the needs are then incorporated into the

annual program reviews of the pertinent disciplines.⁷ All campus labs are currently restricted to students who are enrolled in classes in the respective disciplines or who sign up for a discipline-specific practicum of .5 or 1 unit. The math lab has 22 computers. The Writing and Reading Center (WRC), with 63 computers, is overseen by the English discipline in consultation with other members of the Communications Department. The computer lab is overseen by the Computer Information Systems (CIS) faculty.

The four science labs at the Moreno Valley Campus have 22 computers for student use. Each computer has online access to a variety of college websites that contain study material and interactive tutorials for various science topics. In addition, the Department of Mathematics, Science, and Physical Education has purchased CDs in most subject areas that the students use to review and master biological concepts. Science faculty and staff have also composed their own reviews and tutorials that students utilize for further study. These tutorials include a library of microscopic pictures taken by digital camera on our own microscope. The science department uses videos to reinforce biological and health-science concepts. Furthermore, Practicum in Life Sciences (BIO 96), a faculty-directed supplemental course, offers extra lab time to any student registered for a biological laboratory course. A biology instructor is available to help students during this open lab.⁸

Tutorial Services uses training videos, a tutor-orientation handbook, workshops, and a variety of handouts to teach tutors about their roles as tutors and how to relate effectively with their students. Tutorial Services monitors the learning needs of Moreno Valley students through a variety of means:

- walk-in students seeking assistance
- “early alert” referrals: instructors submit counseling forms regarding student progress and counseling then sends letters to indicated students referring them to tutorial services.
- direct requests or queries from faculty
- basic skills orientations and classroom presentations by Tutorial Services, which involve some informal assessment
- student evaluations of tutors
- tutor evaluations of tutorial services.⁹

The Ben Clark Training Center now has a wireless environment to enhance learning opportunities for students and faculty. Enhancements include 36 wireless laptop computers equipped with software and online resources that support the curriculum in the Law Enforcement and Fire Technology programs in addition to enabling students to participate in general education Computer Information Systems courses at the center. The selection of resources is guided by input from the Peace Officer Standards and Training Commission, Occupational Law Enforcement and Fire Technology Training Officers Advisory Committees, and program coordinators and adjunct faculty from the Riverside Community College District.¹⁰

EVALUATION

We believe this standard is met. The combined library and learning resources of the district are extensive, but we see opportunities to improve the collection of the campus library and the services it offers.

While the library has strong online and database resources, its physical collection is small. The campus seeks to augment and update its collection. Likewise, we aspire to expand the library's reference and orientation services, as well as to begin offering Library 1, an introduction to information competency.

Another area in which there is room for improvement includes a library equipment maintenance/replacement program with corresponding budgetary support. It is also highly desirable for the library to have a room dedicated to library orientations and workshops which would be equipped with workstations so that these presentations would be "hands-on."

The library has made progress in attempts to engage faculty and staff in order to gain greater insight into how well the library is meeting student learning needs. The librarian and assistant dean participate in district and college committees, including Accreditation, Library Advisory, the Moreno Valley Phase III Committee, the Moreno Valley Strategic Planning Committee, and the President's Cabinet. Increases in the number of library presentations and orientations have resulted in increased visibility and dialogue between the library and the Moreno Valley Campus community regarding the selection of materials.

The library reserves certain computers for catalog searches, and students can access the catalog and databases anywhere they have an internet connection. The bulk of computer use in the library is for general internet access, paper writing, and other typical student uses. Waiting list data for these computers suggest that students need to be made more aware of computer access elsewhere on campus.¹¹

If instructors have questions or want to become more familiar with equipment, the Instructional Media Center is here to teach. More widely attended IMC workshops that teach instructors to use equipment properly will contribute to maintaining long life spans of our equipment. The demarcation between services offered by IMC and microcomputer support can be confusing to instructors. For example, if the projector doesn't work, it's an IMC issue, but if the computer itself is malfunctioning or if there are problems getting online, then it is a microcomputer support issue. The IMC—open from 7:30 a.m. to 9:00 p.m. Monday through Thursday--does its best to take care of immediate problems in early morning and evening hours when Microcomputer support is not available. In order clarify this division of responsibilities, the IMC and Microcomputer Support prepared a revised set of service guidelines that answer the question "Who do I call for . . . ?" This will appear in subsequent editions of the Faculty Handbook distributed to all faculty along with a reminder.

The Computer and Information Science Laboratory is open to all students who sign up for a CIS practicum. However, this opportunity is not widely known or understood among faculty or students.

The science labs are well equipped. The faculty and staff have worked cooperatively to provide the students in each subject area with models, diagrams, audiovisual aids, and computer tutorials. Unfortunately, the science labs are being utilized so fully that these items are not always available to students during non-lab time frames. This is especially problematic for the physics laboratory which utilizes the chemistry laboratory for instruction and a small storage room for storing educational equipment.

The Math Lab limits the number of sections of Web-enhanced classes that can be offered as there are only 22 computer stations and limited seating for tutorial purposes. There are curricular changes (such as self-paced modules for basic and prerequisite skills), being discussed that would require more space.

An additional 100 laptop computers, with the necessary software, are needed to accommodate online testing of the large number of students participating in the Law Enforcement programs at the Ben Clark Training Center. Online testing will increase efficiency and reduce personnel needs. An infrastructure assessment is needed to ensure that new computers can be accommodated. Likewise, additional laptop computers are needed to support additional sections of the Computer Information Systems.

PLAN

- The Library and Learning Support Subcommittee will facilitate increased dialogue between library personnel and campus faculty, especially in an effort to develop strategies for improving the quality and currency of the library's book collection and for increasing library services.
- The Strategic Planning Committee will study the need for more space for library functions when Phase III construction has been completed.
- The Strategic Planning Committee will ask the Library and Learning Support Subcommittee and other relevant groups on campus, such as the staffs of the Writing and Reading Center and the Computer Lab, to study the overall availability of computers for general student use and develop a campus-wide strategy for improving student access to computers.
- The IMC staff will provide instructional workshops or presentations to faculty, perhaps in the context of department meetings, to promote awareness of services and proper procedures for use.
- The Office of the Dean of Instruction will publicize the CIS lab as an open computer lab to promote more student use.

II.C.1.b

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

DESCRIPTION

The Moreno Valley Campus has embraced General Education Student Learning Outcomes--posted in every classroom—that include information competencies. Students should be able to

- “demonstrate computer literacy” and
- “locate, evaluate, and use information effectively.”¹²

Available to every student, the online one-unit information competency course (LIB 1) bases its student learning outcomes on these general education goals. The customized orientations and general workshops provided by the Moreno Valley Campus Library are further ways that information competency is taught. Students also receive one-on-one mini-lessons on information competency whenever they interact with the reference librarian. The library website features a page on information competency, with links to a survey and to LIB 1 course information.¹³

Various approaches are used to assess student competency in retrieval and use of information, including (a) the successful completion of classes and programs, which incorporate information competency experiences/activities; (b) the evaluation of written exercises and tests designed to access information knowledge and skills administered in conjunction with library orientations and workshops; (c) the analysis of responses to information competency-related questions on a library survey, which students are encouraged to complete; and (d) the successful completion of library activities and assignments associated with the library's Information Competency course. Goals of the course are reviewed in the improvement of instruction process.

The Instructional Media Center (IMC) provides staff and faculty with some assistance in how to use the technology. An online survey form helps determine faculty needs.¹⁴ The only support the IMC offers directly to students is to provide copies of the language tapes/CDs. Students often use classroom equipment for presentations or events. However, the order for the equipment must be from an instructor or a faculty advisor.

The Math Lab incorporates information competency activities into web-enhanced classes, primarily by assigning mathematical exercises to be completed on the computer. The lab also provides math classes with orientations of its resources, which include access to web-enhanced components of specific classes, TLE self-study work, internet access directly related to course work, and QuizMaster testing.¹⁵

In the Writing and Reading Center (WRC) lab aides, tutors, and instructors on duty instruct students in word processing, Internet research, and the use of online grammar tutorials. Much of the activity in the WRC is supplemental to in-class instruction. Students are introduced to concepts in the classroom and use the WRC for further assistance and practice.

In the science labs, individual instructors instruct students on the use of computers and tutorials. In the open lab (BIO 96) an instructor is on duty to help students, and tutors are sometimes available.

The Public Safety Education and Training program located at the Ben Clark Training Center provides ongoing instruction for its students within the mandated curriculum specific to Law Enforcement and Fire Technology instructional areas. This curriculum mandates training in and access to library services and materials.

EVALUATION

We believe this standard is met, but we see opportunities for improvement. The library has made a concerted effort to advance its information competency initiative by a) offering a fully online Library 1: Information Competency course; b) using information competency as the conceptual framework for orientations and workshops; c) providing information competency materials, guides, and training via the library's web site, <http://library.rcc.edu>; and d) hiring a full-time Distance Learning & Electronic Reference Librarian, who, with the input of library faculty and under the guidance of the Executive Dean of Technology and Learning Resources, develops and refines the information competency curriculum. At the district level, the library has made significant progress in developing and implementing assessment methods for information competency instruction. These assessment methods have only recently been reviewed by the Moreno Valley Campus Library and need to be more fully integrated into instructional efforts. To better serve the Moreno Valley Campus/College students, the LIB 1 course should be offered on this campus, so our students would not have to go to the Riverside Campus or take the online version.

The Instructional Media Center (IMC) as a department tries to stay on top of new technology that is constantly changing. The only service the IMC provides students is to make cassette copies of course language CDs. Since cassette tapes are becoming obsolete, the IMC has received approval (Spring 2007) for a multiple-copy CD burner and is investigating options for web-based downloads and MP3 players. The Instructional Media Center will request a budget allocation in order to provide language audio learning supplements in alternate formats.

As mentioned above, the science labs are well-equipped. Unfortunately there are not enough labs to provide more available hours for open lab/tutorial times. The labs are generally full with classes every day and evening.

An inadequate number of computers at the Ben Clark Training Center is creating a bottleneck in the curriculum-mandated access to library resources. The Ben Clark Training Center will construct a Learning Resource Center at the Ben Clark Training Center complete with computer laboratories by 2008.

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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.

PLAN

- The library will offer LIB 1 on this campus when space and resources are made available.
-

DESCRIPTION

The Moreno Valley Campus Library and the Instructional Media Center (IMC) coordinate their days and hours of operation with the class schedule in an effort to be open as much as possible when students are on campus. Hours of operation are posted in the Riverside Community College District Catalog, online, and at the library entrance door:

Library	Instructional Media Center (IMC)
M-Th 8:00 a.m. – 8:00 p.m.	M-Th 7:30 a.m. – 9:00 p.m.
Fri 8:00 a.m. – 12:00 noon	Fri 7:30 a.m. – 6:00 p.m.
Sat 10:00 a.m. – 4:00 p.m.	Sat 7:30 a.m. – 3:00 p.m.

Books and video recordings located at the other campuses in the district are available through inter-campus loan. In addition Moreno Valley Library/Learning Resources provides remote online access to materials and services via the library and IMC web sites. Available 24 hours a day, 7 days a week from the library's web site, LAMP--online library resources include

- general information about library resources and services
- library catalog
- e-books
- 53 district-wide subscription databases, including citations, abstracts, and full-text articles from newspapers, periodicals and reference sources
- tutorials and guides to finding and using information.¹⁶

The Instructional Media Center website provides 24/7 access to information regarding

- KRCC, RCC's educational access station, and its program schedule
- audio/visual equipment available
- production, satellite down linking, and videoconferencing
- procedures for requesting IMC equipment and services.¹⁷

The IMC aims to accommodate all reasonable requests in a timely fashion, often providing equipment for off campus events and adjusting schedules to make events happen.

All library and learning support services accommodate disabled students. The library houses accessible furniture and a computer workstation with specialized equipment for patrons with disabilities. Disabled Student Programs and Services (DSP&S) works closely with the library and the IMC on the captioning of existing video recordings and collection development

procedures that ensure that videos are purchased in captioned DVD format whenever possible. The library and IMC web sites have been designed with 508 compliance in mind.

All campus drop-in laboratories maintain full hours in order to accommodate student schedules. These hours are posted at the entrances to the labs and on lab websites. Hours may vary somewhat from semester to semester. Campus laboratory hours in Spring 2007 are as follows:

Computer Lab

M-Th 7:30 a.m. – 9:30 p.m.

Fri 7:30 a.m. – 6:00 p.m.

Sat 8:00 a.m. – 4:00 p.m.

Math Lab

M-W 8:05 a.m. – 9:00 p.m.

Th 8:00 a.m. – 7:30 p.m.

F/Sat 9:00 a.m. – 3:00 p.m.

Writing and Reading Center (WRC)

M-Th 8:10 a.m. – 9:00 p.m.

Fri 8:10 a.m. – 2:00 p.m.

Sat 9:20 a.m. – 2:00 p.m.

All three laboratories maintain web sites, either at the campus or district levels.¹⁸

The Math Lab provides access online to MyMathLab exercises (for students enrolled in specific courses) and tutoring (for all students enrolled in a Math practicum or one of the special courses which uses MyMathLab. The Writing and Reading Center is available to students from all three campuses. Students enrolled in courses requiring WRC Lab hours are able to access the materials and services in the WRC.

The Tutorial Services website provides information for both potential tutees and tutors, and students may schedule a tutoring appointment at any campus. Students participating in the Public Safety Education and Training programs at the Ben Clark Training Center do not have access to library and other services on site, but online access to the library's catalog and electronic databases is available. In addition to these resources, all Ben Clark faculty have access to learning support services online from computer terminals located at the Ben Clark Training Center.

EVALUATION

We believe this standard is met. Opportunities for continued improvement. The library's subscription database offerings continue to expand. The library is preparing for the technical and organizational challenge of becoming more autonomous when the campus becomes a college. Library hours remain somewhat restricted, notably on weekday evenings and Friday afternoon. This diminishes the opportunity of students and faculty to access the collection and to use the library as a place to study. Also, the library closes

every summer in the weeks prior to the fall semester; such closures can be an inconvenience for faculty preparing materials for the upcoming semester. Expanding hours is unlikely, however, unless funding levels increase significantly.

Currently, the Public Safety Education and Training programs located at the Ben Clark Training Center do not provide students with adequate computer access to library resources. However, faculty are knowledgeable of the resources provided by the library and learning support services and have the ability to access the information via the Internet from the Ben Clark Training Center.

PLAN

- The Library/Learning Resources Center will work with Information Services to ensure that the infrastructure will support expansion in terms of bandwidth and access to the library's subscription resources.
- The Library/Learning Resources Center will raise with the Strategic Planning Committee the possibility of extended hours and promoting more student use of the library as a place to study.

II.C.1.d

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

DESCRIPTION

The Facilities Department collaborates with College Safety and Police to maintain and secure the library and other learning support services. Micro-support staff—part of Information Services--maintain the computers, peripherals, and software on all Moreno Valley Campus sites. In addition, they oversee license agreements. Equipment that is out of warranty is maintained or replaced by a third-party contractor. Computer needs in all the learning support areas are supported by the district Information Services Help Desk.

The main entrance to the library has a 3M security system to guard against materials theft. The Instructional Media Center (IMC) provides preventive maintenance on all classroom-based media equipment each semester. Almost every classroom-mounted LCD projector is equipped with an alarm to prevent theft, and daily equipment is locked to AV carts.

Security in the Math Lab is maintained by an alarm on the door, computer cables on each workstation, and a firewall set up on the Internet. Tutorial Services, located in the Student Services Building, is monitored by the Tutorial Services clerk.

Security and maintenance of facilities at Ben Clark Training Center is achieved through the collaborative and contractual efforts of the Riverside Community College District and the Riverside Sheriff's Department. Staffers employed by the Riverside Sheriff's Facilities Department secure and maintain the facilities funded in part through a contractual agreement with the Riverside Community College District.

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II.C.1.e

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

EVALUATION

We believe this standard is met.

The contractual agreement between Riverside Community College Public Safety Education and Training programs at the Ben Clark Training Center is currently being evaluated to identify actual maintenance and facility usage cost.

PLAN

No plan is needed.

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DESCRIPTION

The library and other learning support services do not engage in outsourcing of any kind; however, formal agreements and licenses do exist for the maintenance of services and equipment. The labs maintain licenses and agreements for computer hardware, software, and audio-visual presentation technology. Equipment warranties are documented and tracked so that any necessary service can be requested before the warranties expire.

The library contracts with Innovative Interfaces, Inc. for upgrades and maintenance of the Integrated Library System, and with Online Computer Library Center (OCLC) for cataloging support and national interlibrary loan for district faculty and staff. Agreements also exist for the maintenance of library equipment, software, and access to subscription online databases. Service requests are documented and regularly evaluated, and concerns are brought to the attention of the service provider at once.

The Instructional Media Center at the Moreno Valley Campus relies on contracts maintained by the Riverside Campus IMC. Contracts are informally evaluated on an annual basis by assessing the vendor's service performance throughout the year and comparing that vendor's services with those provided by similar companies.

Tutorial Services and Ben Clark Training center both maintain service agreements for equipment. At Ben Clark, equipment warranties are documented and tracked so that any necessary services can be requested before the warranties expire.

EVALUATION

We believe this standard is met.

The executive dean of Technology and Learning Resources and the managers of the Instructional Media Center maintain positive relationships with vendors; therefore, contracts are honored and there is minimal down

time. Moreover, since many of the contracts are long-standing, Library/Learning Resources benefits from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the library and IMC are also able to take advantage of newly added features and services and make suggestions for future improvements. Warranties are kept in paper form when possible. Many companies are making warranties easier. Most can be obtained off of the companies' websites. Often their customer service is linked to the warranty. When the campuses become colleges, some contracts will need to be renegotiated, especially in regards to the Integrated Library System and the online subscription databases. Likewise, at that time the IMC will need to acquire a server to store digital information.

PLAN

None is needed.

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.

DESCRIPTION

Library statistics are continually generated and routinely analyzed as indicators of the library's ability to meet student needs. Statistical data for the library includes door counts, materials use counts, database usage figures, attendance records for orientations and faculty/staff development workshops, and the number of materials acquired. The library survey contains questions that address student learning needs. Student responses to surveys as well as the growing number of requests for library orientations suggest that needs are being met and learning is taking place. Formal assessment methods are used for the library's information competency course to assess student learning outcomes. As part of the Program Review process, the course outline of record for the information competency course, including student learning outcomes, is reviewed and revised as needed. Additionally, assessment methods are identified and analyzed for the information competency course. The Assessment and Accreditation Standing Committee of the Academic Senate reviews this assessment process and provides recommendations to the discipline.

For the library, all part-time and full-time faculty participate in a peer-evaluation process per the District/Faculty Agreement. The Improvement of Instruction and Tenure Review process provides a mechanism for the evaluation of teaching effectiveness through a mutually agreed-upon scope and process. The evaluation process also provides recommendations and goals for improvement. The library also makes use of surveys and short written feedback forms after selected library orientations.¹⁹

The Instructional Media Center routinely collects and evaluates data related to the delivery of instructional equipment and media, production service requests, workshop attendance, and training. In the IMC, the growing number of requests for equipment deliveries suggests that needs are being met and learning is taking place.

The services provided by the campus drop-in labs and Tutorial Services are routinely evaluated to ensure that student needs are being met and student learning outcomes, when identified, are being addressed. The campus labs track usage by department in terms of the number of students using the facility and the type of service used. A variety of methods are used to gather these statistics including automated logins and manual sign-in sheets. Drop-in labs use surveys, confirmation slips, and student evaluations to assess the labs' contribution to the student learning outcomes that are identified for the courses they support. Students, faculty, and staff participate in these evaluation methods, the results of which are reviewed by lab coordinators and lab sub-committees and serve as the basis for recommendations for improvement. In addition, the Writing and Reading Center and Tutorial Services are beginning to conduct formal studies that investigate the correlation between lab usage and the achievement of learning outcomes.

In the Math Lab, various approaches are used to assess students' attainment of information: Quizmaster for interactive testing; MyMathLab for homework exercises; and assorted mathematical software for higher-level math courses such as calculus, college algebra, and statistics. Trained student math tutors—recommended by faculty—are evaluated by feedback from both students and instructors of record. Lab usage is compiled from computer-based data gathered from student login hours. Student usage is also classified by FTEs accumulated from student enrollment in classes that require Math Lab hours, such as Math Lab Practicum and Web-Enhanced Math courses. Currently there is no fixed process for evaluation; instead, faculty and students may offer recommendations to the Math Lab coordinator whenever issues may arise which would support student-learning needs. Further recommendations by faculty are brought forth during meetings of the Math, Science, and Physical Education Department. .

The Writing and Reading Center (WRC) uses grammar tutorials such as Exercise Central and OWL to assess student competencies. Instructors-on-duty evaluate student learning directly through one-on-one consultations. Tutor evaluation forms, along with observations by the WRC coordinator, provide feedback on the degree to which the trained student tutors contribute to student learning.

Tutorial Services maintains annual statistics on the number of students tutored, the number of tutoring hours provided, and the subjects for which tutoring was offered. Tutorial Services tutors are recommended by faculty who fill out and sign a recommendation form on tutors' behalf. New tutors are expected to attend an orientation workshop. Quality control is maintained through tutorial surveys filled out by each person receiving tutoring, as well as a tutor feed-back survey. The Tutorial Services clerk handles the administrative details of Tutorial Services. The clerk oversees sign-in logs, records of current tutors, and which classes have related tutorial services available. The Clerk is therefore able to assess which services are being utilized.

EVALUATION

We believe this standard is met.

Evaluation of library services, which occurs at the district level, includes conducting surveys and analyzing statistics. District usage statistics for the time period of fall 2002 to spring 2005 indicate that the district's Library/Learning Resource Centers are meeting student needs, both in terms of resources—facilities, computers, materials—and in instructional assistance. Responses from district-wide surveys indicate that as of spring 2006, 91% of students feel that they “learn something or benefit from using the library” and 87% of instructors feel that the infusion of instructional media into their course curricula allows them to appeal to a wider range of learning styles.²⁰ As part of the 2006 program review, librarians reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). That students are responding well to both the course content and methodologies is indicated by the various assessment tools embedded in the course itself. Any areas found in need of improvement are identified and course content and presentation methods are modified to ensure student success.

However, as the Moreno Valley Campus shifts to college status, it will need to more precisely assess the degree to which our campus library meets local student needs.

The usage of the Instructional Media Center (IMC) equipment is documented as much as possible. Also, regular maintenance is standard to keep equipment in its best shape. The most common equipment is installed in classrooms ready for instructors to use. This is for their convenience. It makes keeping track of equipment usage much harder since IMC does not always know if the equipment is in use. Department policy is that all equipment must be ordered by the instructor.

The campus coordinator of the IMC is investigating the possibility of networking the classroom LCDs to make it easier to keep track of their hours of usage and to allow control from remote locations so as to ensure that they are properly turned on and off.

PLAN

None is needed.

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- ¹ Collection Development Policy.
 - ² Library fliers and correspondence to faculty. Book request lists from the Curriculum Committee.
 - ³ <http://lamp.rcc.edu/acquire>
 - ⁴ Program Development Process, <http://10.10.213.236:8080/C16/Academic%20Affairs%20Documents/default.aspx>
 - ⁵ Student Library Survey: <http://www.surveyconsole.com/console/TakeSurvey?id=234521&responseCheck=false> ; Faculty/Staff Library Survey: <http://www.surveyconsole.com/console/TakeSurvey?id=151148&responseCheck>
 - ⁶ Lab surveys.
 - ⁷ Annual program reviews and department minutes.
 - ⁸ Inventory of Science Lab materials.
 - ⁹ Early Alert Referral Letters; Tutor and Student Tutorial Evaluation Forms.
 - ¹⁰ Quarterly Consortium minutes of the Peace Officer Standards and Training Commission Basic Academy Course. These minutes specify mandates in Law Enforcement curriculum that require the use of the Test Management and Assessment System (TMAS).
 - ¹¹ Library Waiting List data.
 - ¹² General Education Student Learning Outcomes for Academic and Vocational Degree Programs. See II.A. 3 for a detailed account of the adoption and contents of this document.
 - ¹³ Information Competency page: <http://library.rcc.edu/infocompetency.htm>
 - ¹⁴ IMC Survey: <http://www.surveyconsole.com/console/TakeSurvey?id=237341&responseCheck=false>
 - ¹⁵ Moreno Valley Math Lab website: <http://academic.rcc.edu/mvcmathlab/>
 - ¹⁶ Library website: <http://library.rcc.edu>
 - ¹⁷ Instructional Media Center website: <http://imc.rcc.edu/>
 - ¹⁸ Moreno Valley Math Lab website: <http://academic.rcc.edu/mvcmathlab/>; district Writing and Reading Center website: <http://www.rcc.edu/services/tutoring.cfm>; district computer lab website: <http://www.rcc.edu/services/computerlab.cfm>
 - ¹⁹ Library website: <http://library.rcc.edu>
 - ²⁰ Library Survey.

STANDARD III:

Resources



Standard III

Coordinating Chair: **Donna Lesser**, Associate Professor
(with special support for III.A. from **Lori Fiedler**, Educational Advisor)

III.A. Human Resources

Lori Fiedler, Chair, Educational Advisor
Edward Alvarez, Student Services Specialist
Steve Brack, Groundsperson
Trinette Briggs, Talent Search Director
Fred Brose, Associate Professor, Library Services
Gail Byrne, Student Services Specialist
Dan Clark, Associate Professor, English
Mershawnt Collins, Student Services Specialist
Diane Conrad, Associate Professor, Speech Communications
George Gage, Associate Professor, Community Interpretation in Spanish
Travis Gibbs, Associate Professor, Psychology
Jackie Grippin, Administrative Assistant, Business Services
Susan Lauda, Administrative Assistant, Educational Services
Ellen Lipkin, Associate Professor, Microbiology
Sheila Pisa, Associate Professor, Mathematics
Larry Pena, Associate Professor, Counseling
Sharisse Smith, Educational Advisor (Talent Search)
Paula Stafford, Instructor, Physician Assistant Program
Teresa Thetford, Assistant Professor, Physician Assistant Program
Diana Webster, Associate Professor, Business Management

III.B. Physical Resources

Donna Lesser, Chair, Associate Professor and Director of the Dental Hygiene Program
Ignacio Alvarez, Educational Advisor, Assessment Center
Angie Arballo, Administrative Assistant, Office of the President
Dale Barajas, Director, Plant/Operations and Maintenance
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Tonette Brown, Library Clerk II
Nickolas Burciaga, Student
Lisa Conyers, Vice President of Educational Services
Dan Clark, Associate Professor, English
Verna Dean, Food Service Worker I
Olga Dumer, Associate Professor, English as a Second Language
Don Foster, Instructor, Music
Judi Grimes, CDC Site Supervisor
Marie Hansen, Student
Irving Hendrick, Interim President
Abigail Hermosillo, Food Service Worker I

Terry Janecek, Custodian
Christina Leon, Support Center Technician
Gary Morris, Maintenance Mechanic
Bill Orr, Vice President of Business Services
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Jeff Rhyne, Instructor, English
Johnny Rubalcaba, Senior Groundsperson
Lizette Tenorio, Student Services Technician
Teresa Thelford, Assistant Professor, Associate Professor, Physician Assistant
Ingrid Wicken, Associate Professor. Physical Education

III.C. Technology Resources

Donna Lesser, Chair, Assistant Professor and Director of the Dental Hygiene Program
Matthew Barboza, Assistant Professor, CIS
Dipen Bhattacharya, Assistant Professor, Physics
Dan Clark, Associate Professor, English
Robert Clinton, Instructional Support Specialist
Julio Cuz, Microcomputer Support Specialist
Jose Duran, Associate Professor, Business Administration
Matthew Fast, Instructor, CIS
Bob Fontaine, Instructor, Emergency Medical Services
Felipe Galicia, Instructor, Biology, and Faculty Co-Chair of the Strategic Planning Committee
Renee Lindsay, Secretary II, Physician Assistant Program
Rosario Mercado, Associate Professor, Spanish
Lori Ogata-Keeler, Associate Professor, Reading
Sheila Pisa, Associate Professor, Mathematics
Terry Redfern, Instructor, Mathematics
Rolando Regino, Part-time Instructor, English
Joe Reynolds, Assistant Professor, DSPS Counselor/Learning Disabled Specialist
Ron Ricard, Microcomputer Support Specialist
Chris Rocco, Assistant Professor, Humanities
Jose Rodriguez, Custodian
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President

STANDARD III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

STANDARD III.A: HUMAN RESOURCES

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

III.A.1.

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

III.A.1.a.

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

DESCRIPTION

District-established policies guide the hiring of personnel at Moreno Valley College. Board Policy 7210 provides basic regulations for employment, while Administrative Procedures 7120 lay out specific procedures for selection of staff, management, and faculty. The 2006 Plan for Tenure Track Faculty Hiring informed the guidelines for faculty hiring.¹ These guidelines adhere to state requirements and those adopted by the Academic Senate for California Community Colleges

All job announcements, which are issued by the Riverside Community College District Human Resources Department, follow standard formats that clearly lay out criteria and qualifications for the position, as well as the application process. For example, a recent announcement for a management opening includes Position Description, Required Qualifications, Desirable Qualifications, Conditions of Employment, Duties and Responsibilities, and Application Procedures—all in considerable detail.² Likewise, a classified level announcement includes Definition, Typical Tasks, and Employment Standards, and Application Deadline. All positions are posted on the Human Resources website. Moreover, board policy requires a “wide dissemination of job announcements” and details requirements to assure that women, minorities, and underrepresented groups receive notification (see III.A.4). Here, for example, are the sites where some recent openings at Moreno Valley were advertised:³

MANAGEMENT:

Assistant Dean, Library/Learning Resources- Moreno Valley Campus C-815

Newspapers: Press Enterprise, Sun Telegram, Orange County Register, San Diego Union Tribune

Publications: Chronicle of Higher Education

Website posting: Career Builder (LA Times), insidehighered.com, Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Minority publications/websites: Asian Week, Asian Pacific Careers, Black Careers Now, Hispanic Hotline, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education, tribalcollegejournal.org

Specialty Library websites: American Library Association, College & Research Libraries News, AlisJobs, Innopac Users, IFLA LIBJobs, SJSU SLISJobs, LibraryHQ.com, LISJobs.com, Reforma

Listserve: rcc-all (all Riverside Community College District Employees with email address), CCCRegistry (California Community College registered job seekers)

Mailed flyer to other Community Colleges and Universities (Approx 600).

FACULTY:

English Instructor – Moreno Valley Campus C-817

Newspapers: Press Enterprise, Sun Telegram, Orange County Register, San Diego Union

Publications: Chronicle of Higher Education

Website posting: Career Builder (LA Times), insidehighered.com, Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Minority publications: Asian Week, Black Careers Now, Diverse Issues in Higher Education, Hispanic Outlook in Higher Education

Listserve: rcc-all (all Riverside Community College District Employees with email address), CCCRegistry (California Community College registered job seekers)

Mailed flyer to other Community Colleges and Universities (Aprox 600).

CLASSIFIED:

Academic Evaluations Specialist – Moreno Valley Campus #3190

Newspapers: Press Enterprise

Website posting: Career Builder (LA Times), Higher Education Recruitment Consortium (HERC), Higheredjobs.com, California Community College Registry, RCCD Webpage

Listservs: rcc-all (all Riverside Community College District Employees with email address)

Diverse representation on hiring committees for management and staff positions contributes to creating job announcements that conform to the broad needs of the college. The Instructional Program Review Annual Update and the Administrative Program Review process, which will be completed for the first time in September 2007, link management and staff hires to institutional mission.

District procedures for faculty hiring are governed broadly by board policy which embraces the district Plan for Tenure Track Hiring, the mission statement, program review, and strategic planning.

Tenure-Track Faculty

Board Policy on faculty hiring (3099/4099), from 1995, described a procedure in which the administration, in consultation with deans and department chairs, identified the need for new faculty. Although the policy directed that these individuals “review subject area and program needs” in making their decisions, it did not refer to the program review process, strategic planning, or the mission statement. Recommendations from the last self-study cycle, the new ACCJC standards, and the district’s commitment to student-centered education all indicated the need to put these three integrated elements—mission, program review, strategic planning—at the center of any faculty hiring process.⁴ The Plan for Tenure Track Faculty Hiring moved the district in that direction. The plan originated with the District Hiring Committee, moved to the District Academic Senate, and has been presented to the Board as an information item.⁵ Although not a Board Policy, it is the currently accepted procedure for faculty hiring. The new Board Policy 7120 was approved by the Board on May 15, 2007 and supersedes, BP 3099.

This Plan for Tenure Track Hiring puts departmental (rather than discipline) program review at the foundation of faculty hiring: “The need for a faculty position will be identified by departments and justified by annually updated program reviews and department academic plans.” Since departmental program reviews are developed by the faculty themselves, the plan shifts the origin of faculty hiring away from administration and onto faculty. Further, the

plan relates faculty hiring to institutional mission when it stipulates, "The job description must be detailed in terms of the programmatic needs of the college. . . ."⁶ The plan insists, "Standards and criteria for employment must be clearly stated in the job announcement."

Recent job notices routinely include, as a condition of employment, expectations that hirees "maintain a broad knowledge" of the subject matter, that they "design pedagogy related to learning outcomes," and that they are responsible for "active participation" in other college duties. The notices do not include an explicit reference to the college mission statement, nor do they typically include an expectation of peer-reviewed scholarship.

The job notice, of course, is just the first filter in the selection process. The Plan for Tenure Track Hiring lays out a two-level selection process. At the first level is a five-person search committee consisting of, if possible, faculty from the requesting college who are in the discipline or one closely related, along with the chair of the requesting department. This committee selects applicants from the pool for the first-round interview. With the oversight of a human resources specialist, the committee formulates a set of interview questions and a teaching or skills demonstration, tailored to select for specific programmatic needs and goals. Based on the first-round interviews, the search committee either suspends the process or advances at least two candidates, unranked, to the second-round committee, which consists of the department chair (who was also on the first-round committee) and specified administrators both from the campus and the district. The second-round committee makes the final selection, subject to board approval.

The plan also clearly stipulates that all job openings will be announced internally, within the institution, before being announced externally. And all job postings specify that required degrees must be from accredited institutions.⁷

The educational credentials of all hires are verified by Human Resources. A list of all full-time campus faculty and administrators, including their credentials, is published at the back of the district catalog. Applicants for faculty positions who have foreign degrees are requested by human resources to have their credentials evaluated for equivalency by an external evaluation service.⁸

Part-Time Faculty

The district Office of Diversity and Human Resources maintains a file with part-time faculty positions applications. The file is organized by discipline and made available to department chairs upon request. In the event that there are not sufficient applications available, and by request, the Office of Diversity and Human Resources will advertise for the discipline in an effort to solicit more applications. Again, these applications and inquiries are made available to department chairs.

Departments differ on procedures for scheduling and conducting interviews. Some elect to interview candidates as the applications are received. Others interview on a periodic basis, usually just prior to the upcoming semester or term when the department chair is more certain of departmental staffing needs. The department chair or assistant chair determines applicants to be interviewed. Although experience requirements vary from department to department, all candidates must meet the minimum qualifications in accordance with the Minimum Qualifications for Faculty and Administrators in California Community Colleges.⁹ Each interview committees comprises the department chair and/or assistant chair and at least one member of the discipline.¹⁰

Interviews are less formal for part-time faculty than full-time faculty. They are often conducted in the department chair's office and questions are either predetermined or impromptu. Follow-up questions are common, and it is possible that not all candidates will be asked exactly the same questions.

Classified and Confidential Staff

Job vacancies for classified/confidential positions are advertised both internally—for promotion or transfer opportunities--and in the community (Board Policy 7120). The primary criteria for employment are training, experience, and ability to perform the job regardless of race, gender, age, national origin, marital status, Vietnam-era status, religion, disability or sexual orientation. Before an open position is announced, the Office of Diversity and Human Resources reviews the job announcement and screening committee composition to ensure conformity with the district's Equal Employment Opportunities plan and non-discrimination commitments. The CSEA agreement promotes internal hiring: "When three (3) or more District employees within the bargaining unit apply for a promotion for a job within the bargaining unit, and all possess the requisite qualifications for the job and have not had an overall evaluation of unsatisfactory on their most recent evaluation, the District shall select one of such District employees for the job as long as such employee is as qualified as any outside applicant."¹¹

Management

The hiring of managers, both full-time and interim, is dictated by district Policy 7120,¹² which complies with Title 5, California Code of Regulations, §§ 53021-53024.¹³ The district chancellor, college president, appropriate vice chancellor, or area manager determines when a vacancy exists for a managerial position. As with classified and confidential staff, job announcement and screening committee composition are screened to ensure conformity with the district's Equal Employment Opportunities plan and non-discrimination commitments. Diverse and qualified pools of candidates are interviewed by the screening committee. The screening committee recommends a minimum of two candidates to the district chancellor, college president, or their designee(s) for consideration.

.....

III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically 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.

EVALUATION

We believe this standard is met. Criteria for selecting faculty, staff, and management personnel are clearly stated, and the campus meets all criteria for the state in selecting qualified faculty, staff, and management employees. The processes in place ensure that quality is emphasized in all categories of personnel, and that new hires are compatible with the mission of the institution.

PLAN

None is needed.

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DESCRIPTION

Evaluation processes for full-time and part-time faculty are determined by the district/faculty agreement. The responsibilities are clearly articulated and include institutional responsibilities. Evaluation processes for classified and confidential employees are found in the Classified and Confidential Employees' Handbooks, respectively. Evaluation processes for management are consistent across the district.

Faculty

All faculty evaluations are governed by the Agreement Between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007, Article XI, pages 25-32. For all faculty—contract, regular, and part-time—the agreement specifies the purpose, frequency, and procedures of evaluation.¹⁴

Contract Faculty

Contract (tenure-track) faculty are evaluated annually for two purposes: to determine whether to renew the contract and, if so, to improve instruction and job performance. The tenure-review committee comprises three tenured faculty in the same discipline as the evaluatee or a related discipline; the department chair; and an academic administrator. One of the faculty members must have been on the contract member's hiring committee. The committee meets twice in the fall and once again in the spring for four years. In making its evaluation, the committee must consider classroom observations, student surveys, evidence of subject-matter proficiency, and review of syllabi. The committee may consider other items, such as adherence to course outlines of record, the timely submission of Class 1 records, and involvement in student activities. Contract faculty have the right to respond in writing to any documents placed in the tenure review and evaluation record.

If the committee recommends non-renewal of the contract, the evaluatee may appeal to a three-person panel composed of the district academic senate president and, if possible, the two most senior members of the discipline. The appeal panel makes a confidential recommendation to the district chancellor, who forwards that recommendation on to the board, along with "other pertinent information and documentation." The board then makes the final decision for renewal or non-renewal of contract

The tenure-review committee may recommend tenure in the third or fourth year. Either the evaluatee or the administration may appeal this recommendation, in which case the matter goes to a three-person appeals panel consisting of the college president, the academic senate president, and the faculty association president, or their designees. If the appeal panel cannot reach consensus, then the matter goes to a review committee, which consists of an administrator and senior faculty member from the original committee, and one more faculty member elected by the appeal panel. This review committee then makes a recommendation to the college president or designee, who sends his or her recommendation, along with the complete tenure-review record, to the Board of Trustees, who make the final decision.

The tenure appeal process differs from the non-renewal of contract review in the following key ways:

- The tenure-appeal process allows for appeal from either the candidate or the administration. Only the candidate can appeal in non-renewal of contract.
- The tenure-appeal process has an added layer of review--the second review committee.
- The tenure-appeal process has no stipulation of confidentiality at any stage of the process.

The final recommendation to the board, in the case of the tenure-review process, comes from the college president, not the appeal or review committee.

Regular Faculty

Regular (tenured) faculty are evaluated once every three years, in order to "strengthen the instructional skills and professional contributions of the faculty member." The peer review committee comprises one administrator and two faculty in the evaluatee's discipline or a closely related discipline--one selected by the department chair, the other by the evaluatee. The evaluatee may object to the administrator on the committee, in which case the president will consult with the academic senate president to select a replacement.

The committee, the evaluatee, and the dean of instruction determine the criteria of evaluation, which "should focus on strengthening the faculty member's instructional skills and professional contributions to the college." While the process may include other elements of review, it must include written peer reviews, student surveys of at least two classes, at least one

classroom visitation, and a review of syllabi. The evaluatee may submit for discussion a report of relevant professional activities. After completing the formal process, the committee may informally review grades and retention statistics.

If, in the formal report, a majority of committee members indicate that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the evaluatee may appeal. The appeal process includes an appeal panel and, if necessary, a second review committee, which again can make recommendations for remediation and may recommend one more review within a year of the first report in the semester following the semester in which the “need for improvement” rating is received. The remediation plan is sent to the president and the evaluatee. Article XI of the agreement contains no process for the dismissal of regular faculty.

Part-Time Faculty

Part-time faculty are evaluated every other semester for the first two years and then once every three years thereafter. Evaluation serves to ensure that the instructor following the course outline of record and the standards of the department and to apprise the instructor of strengths and weaknesses. The department chair oversees part-time evaluation. Either the chair or a designee conducts a classroom observation of part-time faculty under review. While the process may include other elements of review—such as Class 1 records and adherence to the course outline of record—it must include a classroom observation, student surveys of all classes, and review of syllabi. After the formal review is complete, the chair may discuss grade and retention statistics with the evaluatee. Within 15 days of signing it, the evaluatee may contest the report, in which case the report and the disagreement are sent to the dean of instruction for review and become part of the instructor’s permanent file. If a part-time instructor with “at least four fall and spring terms of service” receives a “needs improvement” evaluation, then two senior faculty members of the discipline within the department review the evaluation, and if they find the “needs improvement” not warranted, they submit a report to be included in the final evaluation. Nothing in Article XI of the agreement links the evaluation of part-timers to continued employment in future semesters.

Management

Management employees are evaluated at least once each year for the first two years of employment in the position. Subsequently, managers are formally evaluated at least once every three years. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor subject to the approval of the president or designee. The evaluation is conducted in accordance with the Management Performance Evaluation process, found in the Management Handbook.¹⁵ This process addresses evaluation purpose, frequency, criteria, forms, recordkeeping, and complaint procedures. The evaluation includes standard check-off lists as well as a written narrative by

the manager (self-evaluation), his/her supervisor, and his/her peers. Managers who hold an interim appointment are not evaluated during the interim period.

Classified and Confidential Staff

Guidelines for evaluating full-time and permanent part-time staff are defined in the CSEA contract, Article XII: "The purpose of an evaluation is to recognize excellent and satisfactory performance, to identify areas of performance and/or work habits needing improvement, and a way to document unsatisfactory performance. Permanent employees shall receive a written evaluation at least once each year, which shall normally occur during the month of the employee's anniversary date (See Article XIV, Section H, for explanation of "Anniversary Date"). One additional evaluation may be requested by the employee each year. A formal written evaluation of the employee's total job performance, other than the regular annual evaluation, shall first be approved by the President or Chancellor (or designee). It is understood that the foregoing does not apply to any follow-up evaluation which is provided for in the regular annual evaluation. Probationary employees shall receive written evaluations at the end of the second month and each third month thereafter during the probationary period. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions. Marks, comments, suggestions, and dates must be made either in ink or by word processing equipment. Signatures of the evaluator and the evaluatee must be in ink. If changes are made, the original mark or comment may be crossed out and the correction initialed by the employee and supervisor."¹⁶

Full-time and part-time faculty evaluation processes are managed by the Office of Institutional Effectiveness. The office ensures that consistent processes and timelines are followed. In addition, evaluations are reviewed and common needs for professional development are communicated to faculty development coordinators and deans, or made part of district-wide professional development efforts. Once processed, all evaluation materials are forwarded to the Office of Diversity and Human Resources for inclusion in the faculty member's file.

The Office of Diversity and Human Resources oversees all staff and management evaluations and ensures that processes and timelines are followed.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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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.

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DESCRIPTION

The District Assessment Committee (DAC), the prime driver for learning outcomes assessment throughout the district, has successfully promoted outcomes assessment to faculty. The DAC has succeeded in this endeavor by coordinating its efforts with the district program review process and with the district Curriculum Committee. Since its inception, the DAC has maintained a position “somewhat in conflict of the new accreditation standards, that its efforts to sell assessment to faculty would have been nearly impossible if instructors perceived it as a method of evaluating their own individual teaching performances. Accordingly, while it has encouraged instructors to use assessment information for self-improvement, it has consistently advocated (as have most assessment theorists) a separation of outcomes assessment from formal evaluation processes.”¹⁷ As part of the improvement of instruction process, an instructor’s course statistics (such as retention rates, successful completion rates, and GPAs) may be discussed for information purposes, but these are not mandated criteria and may not be used in a punitive manner.

EVALUATION

We believe this standard is met, but we recognize that much progress can still be made in assessing student learning. We don’t directly assess teachers based on a particular class’s achievement of the SLOs because too many other variables are at work. Different classes have different abilities starting out. Also, evaluating on SLOs themselves creates a chilling atmosphere that, while in the short run might seem to show attention to standards, in the long run would not only demoralize faculty, but would also inhibit creative teaching and risk-taking as teachers followed circumscribed “safe” approaches.

Through the discipline program review process, we have developed methods of assessing student learning outcomes in the aggregate. At the same time, through the improvement of instruction process, we evaluate teaching effectiveness through direct classroom observation, and make recommendations for improving techniques that might reasonably be expected to improve SLOs.

Above all, we rely on the judgment of the instructors themselves, who were hired because of their knowledge and professionalism. The discipline assessment projects often lead to productive discussions about effective teaching, and some instructors/disciplines engage in research on the relation between certain teaching techniques and the achievement of SLOs. We should probably go further in this direction. We should complement the aggregate assessments of SLOs with a stronger emphasis on developing effective methods for in-class assessments, so that instructors can modulate their teaching techniques to fit the needs of particular groups and even individual learners.

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III.A.1.d.

The institution upholds written codes of professional ethics for all of its personnel.

PLAN

- Moreno Valley faculty will continue to develop and participate in discipline-based assessments of student learning outcomes. Discipline leaders on campus, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.
-

DESCRIPTION

A number of district policies and statements govern codes of conduct and ethical treatment of employees and students. The District Academic Senate established a Code of Ethics for faculty that was adapted from the AAUP Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968).¹⁸ Although there are no explicit codes of ethics for staff and management, a variety of board policies deal with fair and ethical treatment of personnel and students:

- Board Policies 3005, 3099, 3100, and 3110 provide a framework for fair treatment of faculty dealing with issues such as nepotism, equal opportunity, and sexual discrimination.
- Board Policies 4005, 4099, 4100 and 4110 mirror those above for classified employees.
- Board Policy 1045 is the Board of Trustees Standards of Good Practice

Beginning in late spring 2007 the following board policies apply:

- BP 2715 Code of Ethics/Standards of Practice
- BP 3050 Institutional Code of Ethics
- BP 3410 Non-discrimination
- BP 4030 Academic Freedom
- BP 5500 Standards of Conduct
- BP 7120 Recruitment and Hiring

In addition to these board policies and related administrative procedures bearing the same numbers, staff and management handbooks include material on fair and ethical behavior.¹⁹ Workshops on various aspects of harassment are mandatory for all supervisory employees. For classified employees, workshops are provided in case-study format.

EVALUATION

We believe this standard is met. Faculty have their Code of Ethics, but many are not aware of it. As a campus, it would be desirable to have discussions or FLEX workshops (case studies, scenarios) on what, concretely, adhering to these codes would mean. There are questions concerning how the code is actually “upheld.” The improvement of instruction process—governed by the Faculty/District Agreement—provides

a way to address student grievances related to the faculty Code of Ethics. However, the Agreement lacks provisions for grievances between faculty members. There have long been discussions in the district Academic Senate about whether the Academic Standards Subcommittee should take a role in ethics grievances between faculty members. The Senate Code of Ethics does not address this issue.

PLAN

- The faculty development coordinator, with the assistance of the office of Diversity, Equity and Compliance, will offer more FLEX workshops on campus on topics of ethical treatment of all categories of employees and students.

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.

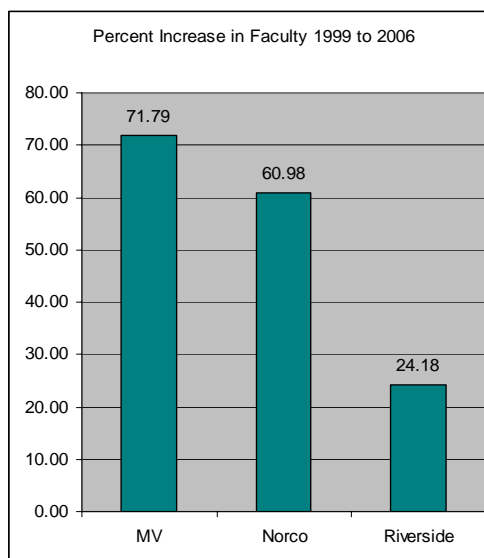
DESCRIPTION

Faculty

Moreno Valley Campus employs 67 full-time faculty, including one full-time librarian and four full-time counselors. All full-time faculty meet—and generally exceed—minimum qualifications as determined by the state chancellor’s office or by a campus-based equivalency committee and are selected by a rigorous process described above in III.A.1.a. Since the development of campus departments in 1999, the number of full-time faculty has increased almost 72 percent, the highest rate of increase in the district.

The Moreno Valley campus is in need of augmenting its 67 full time faculty with additional full time colleagues. Many part-time faculty, notably in vocational programs, are professional leaders in their fields who provide special expertise to our programs and account for the high percentage of course taught by a mix of part–time and full-time faculty. Still, while the number, high quality, and extensive effort of faculty are sufficient to justify our accreditation as a college, we recognize the desirability of continuing to increase our full-time faculty ranks. Even as this core group of faculty have been able to support the institution’s mission and purposes, more are needed, especially as one considers (1) the primacy of high quality teaching to the institution, (2) the need for faculty to work as partners with administration on committees in a system of participatory governance, and (3) the rapid rate of growth forecast for the Moreno Valley Campus. While the proportion of sections taught by full-time faculty needs to be improved, that need has been mitigated somewhat as in most community colleges by well-qualified part-time faculty. Their service is particularly important to our occupational programs,

especially in specialized aspects of the allied health sciences.



As the campus develops, its faculty leaders and administrators expect to benefit from new district processes for the allocation of faculty to the campuses. Data included in program review, and in particular in the annual program review, have been enhanced. It is now easy for all constituencies in the district to compare full- and part-time faculty loads to assess the effect or program mix and discuss rationally which new hires should be given the greatest priority. Through annual program review each discipline puts forth its requests for positions and has the opportunity to support its requests with statistical data and a narrative. These requests are reviewed by departments and by the Academic Planning Councils and Strategic Planning Committees. Ultimately, each campus articulates its needs to the district. Parenthetically, we are able to report that nine (9) new full time faculty positions were added to the campus in 2006-07.

Improved processes suggest that steps have been taken to move the college and the district in the right direction. In the case of Moreno Valley, that direction will need to include a growing number of full-time faculty. However, Moreno Valley will continue to augment its instructional needs with qualified part-time faculty.

Administration

The campus currently has the following administrative positions:

- president
- vice president of educational services (encompassing academics and student services)
- vice president for business services (including financial and physical resources)
- dean of instruction
- dean of health services
- dean of student services
- dean of public safety/education and training.

The vice-president positions were created in the summer of 2006 as part of the campus restructuring in preparation for transition to full college status. The dean of health science position was added in the 2005/06 academic year to provide support for existing allied-health programs and to study the feasibility of creating new programs in the health area. The Administrative Unit Program Review process, to be completed in September 2007, will provide an assessment of whether there are sufficient administrators to serve adequately the Moreno Valley Campus.²⁰

Support Staff

The Moreno Valley Campus currently employs approximately 70 full-time support staff.²¹ They are hired in every program area on campus. Their help in keeping programs and services going is foundational. Especially worth mentioning are the secretarial and scheduling assistance services given to the department chairs by the Instructional Departmental Specialists (IDS). Three full-time IDS's cover the clerical assistance for five multi-disciplinary departments.

The determination of sufficient support staff is addressed in both the departmental program review and the administrative program review. In the departmental program review faculty are asked to identify the number of full-time and part-time classified staff their department employs and then to justify the need for more staff, if necessary. The administrative program review analyzes staff needs more systematically; it produces a five-year profile of staffing levels and projects future staffing needs. Both departmental and administrative program reviews rank needed positions.

EVALUATION

We believe this standard is met. There are sufficient faculty to teach course offerings and for programs' accreditation. There is a strong feeling on campus that the number of full-time faculty needs to be augmented. Current full-time faculty are required to serve on multiple committees.²² Some carry a disproportionate amount of administrative-type duties, such as chair and assistant chair responsibilities. The new strategic planning process which incorporates nine subcommittees and other aspects of participatory governance have put additional demands on the time of faculty members. Faculty are given reassigned time to do some of these jobs, further reducing the percentage of sections taught by full-time instructors. Full-time faculty often take on overload courses so that classes do not have to be cancelled when part time faculty are not available.

Nonetheless, the faculty seek and desire participation in the governance of the college, understanding that all strong colleges require active faculty participation in the total life of the institution.

Adding the vice presidential administrative positions has markedly increased the level of campus autonomy. The administrative program review, to be completed for the first time in September 2007, will analyze the staffing needs

for administration, but it is generally felt that the administrative support now in place is sufficient.

Classified support staff provide the services that enable programs on campus to run efficiently. However, the level of staff has not increased proportionately with the growth of the campus. Having to service multiple sites, such as the March Dental Education Center on the March ARB, puts additional strain on existing grounds, custodial, and maintenance personnel. During the course of normal operation, the Moreno Valley Campus does not experience an abnormal number of claims alleging dangerous property or inadequate security, but the number of police assigned to the campus has declined in recent years. Along with increases in full-time faculty, the number of departments has grown from three to five in recent years.

PLAN

- Through the strategic planning process, a plan will be developed for the continued hiring of more full-time faculty and staff to accommodate future growth.

III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

Fairness in employment procedures for full-time faculty, classified and confidential staff, managers, and administrators was covered by BP 3099/4099 and is now covered by BP 7120. The district Diversity and Human Resources Office ensures that all faculty hired meet minimum qualifications as defined by Education Code. Faculty and staff working conditions are clearly defined the Staff and Faculty Agreements. Policies 3110/4110/6110 – Prohibition of Sexual Harassment - deal with complaint and grievance procedures, as does BP 3410 – Non-Discrimination.

In the spring of 2005, a consultant was hired to conduct a district-wide compensation study for management, classified, and confidential positions. All draft job descriptions of the classified/confidential and management employees are completed, based on the information provided by the employee by way of a questionnaire. For those employees who did not fill out questionnaires, current job descriptions, on file at the time the study was initiated, were used to prepare the draft. A grading committee, representing classified/confidential and management, was appointed and in the fall of 2006 the committee completed the grading of all job draft descriptions for those jobs in effect at the start of the study. The committee is currently grading those positions new to the district since the study began and expects to finish that grading by the first of May. Currently, the consultant conducting the study for

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III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

the district is in the process of finalizing the study, which will then be presented to the administration, the management association, and the classified union for review and approval. Administration will make its recommendations for putting the study in place to the Board of Trustees.

The district Diversity and Human Resources Office is responsible for the administration of Board Policies and Administrative Procedures related to Human Resources and the Moreno Valley Campus adheres to these practices.

Evaluation

We believe this standard is met.

Plan

None is needed.

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DESCRIPTION

An employee has one personnel file. All personnel files, held and managed by the district Diversity and Human Resources Office, are secured from any unauthorized access and are kept under lock and key. District personnel are granted access to personnel files as long as they have a legitimate business reason, and access is limited on a "need to know" basis. All access to personnel files must be approved by the director of Diversity and Human Resources or a designee. All files are handled by a human resources representative. Those who may be approved access to records are

- human resources staff
- supervisors (may only view documents that are necessary for business necessity)
- law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- courts (subpoena for records).

Human Resources does not release personnel files to a third party unless there is a court order (subpoena) or a signed waiver from the employee. If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. This is generally accompanied by a signed waiver from the employee. Every employee has the right to inspect their own personnel records pursuant to Section 1198.5 of the Labor Code.²³

Access to personnel files for faculty is also covered in the Association Agreement, Article XII, and all employees have the right to review their personnel files upon request.²⁴ All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION

The Moreno Valley Campus adheres to all district policies and procedures in maintaining practices that support diversity in personnel. The Faculty Handbook and the Classified/Confidential Staff Handbook contain the complete text of Board policies on affirmative action/staff diversity/employee selection, unlawful discrimination, and sexual harassment. In addition, all faculty are encouraged to use the resources contained in 4faculty.org and given FLEX credit for successful completion of modules.

Classified staff, managers, and faculty are offered a variety of professional development workshops on sexual harassment, diversity and equity, and equal opportunity in employment:²⁵ Additional professional development opportunities include.

- technology training
- new faculty orientation training
- FLEX workshops on diversity and equity
- hiring practices orientations for prospective hiring committee members
- leadership training workshops and online modules
- Title V technology training for under-represented and at-risk student populations (III.A.4-1, 2-8).

Diversity training is required for personnel sitting on hiring committees. A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

Management: A variety of learning opportunities are provided or facilitated by the district for the management staff. Topics of training include, but are not limited to, the following:

- Recognizing and preventing sexual harassment
- EEO and interviewing protocols
- Disciplinary and grievance handling
- Customer service
- Motivation of staff
- Evaluation processes for staff
- Interpersonal skills development
- Reasonable suspicion training
- Training through Liebert, Cassidy and Whitmore

Additionally, Board Policy 3020/4020 provides for Management Professional Leaves for educational or professional development for up to three months.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.4.b.

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTION

According to the Workforce Analysis Policy, a workforce analysis is conducted once each year to determine the demographics (ethnicity, gender, and disabilities) of existing staff and to identify inequities, following guidelines established by the state Chancellor’s Office and the Title 5 Education Code (Sec. 53004). This policy entails a salary analysis, a selection analysis, and problem identification. If inequities exist, the Office of Diversity, Equity and Compliance makes appropriate recommendations to eliminate any discriminatory practices.

Analysis of student and employee diversity is conducted by the district Office of Institutional Research. Please find these demographic data in the Introduction to this self-study.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.4.c

The institution subscribes to, advocates, and demonstrates

DESCRIPTION

Internal policies and procedures that are in accordance with labor law, education code, and bargaining unit agreements are in place for the fair

integrity in the treatment of its administration, faculty, staff, and students

treatment of employees and students.

The faculty bargaining unit agreement establishes the work hours, leaves, transfers, improvement of instruction (evaluation), and grievance procedures. The bargaining unit agreement for staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for faculty, management, and classified/confidential staff.²⁶

The catalog and the Student Handbook provide detailed information to students regarding college policies, matriculation requirements, and student rights and responsibilities.²⁷

The district has numerous policies that demonstrate its commitment to integrity in the treatment of students, management staff, faculty, and classified staff. Policies espouse the value of treating persons with equity, dignity, and respect. These principles are emphasized in the district's Equal Employment Opportunity and Staff Diversity Policy. Bargaining unit contracts include provisions which encourage staff to treat all equitably and with courtesy and professionalism. Agreements with both the CTA and the CSEA outline conditions related to employment provisions which establish procedures for fair and equitable treatment of staff.

The district Board of Trustees has adopted policies and procedures which assure staff and students of the district's compliance with nondiscriminatory regulations.²⁸ The district catalog refers to these policies and their importance²⁹. The Faculty Survival Guide for 2006/2007 includes information so that faculty can access board policy information and other pertinent materials. The district and college mission statements are also included in this document. The Management Handbook and the Student Equity Plan both reinforce the values of integrity, equality, professionalism, and ethics.⁴⁰ The Student Equity Plan also highlights these principles.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.A.5

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

More than fifty different types of workshops are offered to faculty each year.³⁰ Content ranges from discipline-specific training, to technology training, to work on assessment and student learning outcomes, to broader discussions of teaching and learning. At least twice each year a series of professional development workshops is offered in conference format. These workshops are typically referred to as Back-to-College days and Flex days.³¹ Technology training workshops are offered through the Open Campus and its Faculty Innovation Center.³² Disciplines and departments often host their own discipline-specific training workshops. All other professional growth and FLEX workshops are coordinated by the campus Faculty Development Coordinator and campus Faculty Development Committee in collaboration with the Office of Institutional Effectiveness. The Office of Institutional Effectiveness facilitates campus efforts and makes them known throughout the district, but all programmatic decisions are campus based. With the exception of workshops designed for a specific cohort of faculty, workshops are open to all faculty across the district.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Professional Growth is governed by Board Policy 7160. Professional growth credit may be earned through approved activities including workshops, publication, independent study, and course work. Sabbatical leave policies are governed by the Agreement between Riverside Community College District and Riverside Community College Chapter CTA/NEA, Article XIII, Section M. The agreement allows faculty to pursue course work, independent study or research, and other activities such as creative endeavors and curriculum development during their sabbatical.

Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, the annual mailing to faculty homes, and through publication of The Learning Curve, a newsletter. The web-based resources in 4faculty.org, headquartered in the district, also provide more than 1000 printable pages of resources as well as links to recommended websites and other activities designed to improve teaching and learning. Full-time faculty may obtain FLEX credit for completion of 4faculty modules.

Classified staff are able to request use of District funds for training or conference attendance related to the employee's assignment. A Staff Development Committee comprised of classified staff approves these requests and allocates district funds. The CSEA agreement provides for professional growth credit.

EVALUATION

We believe this standard is met.

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III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of this evaluation as the basis for improvement.

PLAN

- See III.A.5.b below.
-

DESCRIPTION

Faculty regularly are asked to complete satisfaction surveys if they use the FLEX workshops used to conduct surveys. Likewise, workshops for classified staff include evaluation surveys.³³

EVALUATION

We believe this standard is met but see opportunities for improving the feedback loop at both campus and district levels, and for strategically targeting, emphasizing, and promoting professional growth activities that most directly affect student learning. See, for example, III.A.1.c above.

PLAN

- The campus faculty development coordinator, in consultation with the district Office of Institutional Effectiveness, will assess faculty awareness of and involvement in the various faculty development opportunities and venues. The coordinator will seek to coordinate and promote faculty development opportunities, placing emphasis on those which directly promote student learning and the assessment of student learning outcomes.
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III.A.6.

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

Human resources planning is part of the annual Administrative Unit Program Review and integrated into the strategic planning model.

EVALUATION

We believe this standard is met. Since administrative unit program review began its first cycle in 2007, it is too early to evaluate the effectiveness of this process.

PLAN

- The district Office of Institutional Effectiveness will evaluate the efficacy of administrative unit program review.

STANDARD III.B: PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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.

DESCRIPTION

Moreno Valley College provides programs and services on its primary 132-acre site located at 16130 Lasselle Street, Moreno Valley 92551, as well as on its two satellite sites: the March Dental Education Center, located on the public-access section of March Air Reserve Base at 23801 "N" Avenue, Building 2995, Riverside 92518; and the Ben Clark Training Center, also on March Reserve property, at 3423 Davis Avenue, Riverside 92518.

<u>Buildings on Main Campus</u>	<u>Year Built</u>	<u>Assignable Square Ft.</u>
Library	1991	16,711
Student Services	1991	9,190
Science/Technology	1991	11,014
Tigers' Den (cafeteria)	1991	1,521
Mechanical	1991	1,350
Mechanical 2	1994	1,350
Humanities	1995	33,211
Bookstore	1999	2,992
Calworks Childcare (currently administration)	2002	1,763
Multi-purpose	2002	3,108
Student Activities	2002	2,527
Early Childhood Center	2004	5,815
13 Buildings total		94,852

Instructional rooms on the main campus comprise

- 38 classrooms
- 4 wet labs
- Writing and Reading Center
- Computer Science Lab
- Math Lab.

All properties are maintained through coordinated efforts among district and college safety and facilities personnel along with college administrators and

program directors to assure the integrity and quality of programs and services. At the district level, campus plant/operations and management directors meet twice a month to discuss safety issues and resources with regard to facilities. Starting in January 2007, directors have a scheduled three month rotation to visit each campus to conduct safety inspections. Any identified issue is made into a work order and handled accordingly. A follow-up plan is in place where identified issues are reviewed for adequacy of repair/maintenance at the next campus visit which would be approximately nine months later.

On the Moreno Valley Campus, oversight of facilities processes is now addressed through the strategic planning process. The Physical Resources Subcommittee makes recommendations to the Moreno Valley Strategic Planning Committee, which forwards recommendations to the campus administration. The Physical Resources Subcommittee initiated a twice monthly meeting schedule in the fall of 2006. This the first step in implementing the new model for addressing needs on the Moreno Valley Campus.³⁴

The Moreno Valley Campus Plant/Operations and Management Department is responsible for the provision and maintenance of facilities and physical resources that support programs and services offered at the Moreno Valley Campus and its off-site facilities. All facilities, on or off campus, submit work orders for repairs and facilities needs through WEBFORMS, a computer program on the district server, or through email requests to the department. The department prioritizes and responds to the work orders according to the date received and the urgency of the need.

Recently the Plant/Operations and Management Department has initiated the use of Footprints, another software program, to track work orders and to send an electronic communiqué to the originator of the work order. In this process, any faculty member, staff, or administrator can submit a work order request via WEBFORMS. This request is converted to Footprints, which compiles a data base of all maintenance requests. Once a work order is received, it is assigned to the appropriate facilities personnel. The originator will receive an electronic notification of receipt of the work order (open work order), a notification that the work order has been assigned (pending), and verification that it has been addressed (closed) through the Footprints program.

Safety and security at Moreno Valley College start at the district level with a district-wide quarterly meeting that includes College Safety and Police and Plant/Operations and Management managers. The focus is on campus safety and disaster preparedness. In 2006, all district and college administrators were required to pass certification in disaster preparedness training offered by FEMA.³⁵

The Physical Resources Subcommittee of the MV Strategic Planning Committee is responsible for addressing the safety, emergency preparedness, and health issues on the Moreno Valley Campus. This committee has instituted a Fire and Safety Drill schedule. The first drill was held on November 16, 2006; a drill will be held each semester through the completion of the 2006-2007 academic year, and annually thereafter. The March Dental Education Center and the Ben Clark Training Center voluntarily held concurrent Fire and Safety drills.

The Moreno Valley Campus Plant/Operations and Management Department has placed evacuation route maps in each classroom on the campus. Currently, all signs are being reevaluated and updated as needs are identified. Additionally, maps to off-site facilities are available on campus as well as on the website.

Parking lots at the main site were repaved in the fall 2006 to improve their texture and ultimately their safety. All parking facilities comply with the Americans with Disabilities Act (ADA) mandates for handicapped parking when the campus was built.³⁶

<u>Parking Category</u>	<u>Number of Spaces</u>
Disabled	24
Metered	54
Timed	16
Staff	122
Student	843
Total	1059

Weekly police reports are distributed to administrators that include all reported incidents for the previous week. The Plant/Operations and Management Department is only alerted to reported accidents that involve a facilities related issue. Eighteen emergency telephones that connect directly to the police dispatcher have been installed throughout campus. These emergency telephones will be completely functioning by the fall semester of 2007.

The Plant/Operations and Management Department has an annual scheduled maintenance process for all the buildings it oversees, on and off campus, which includes inspections of the air-conditioners, boilers, fire alarms, fire extinguishers, and such. Annual maintenance of parking lots, fire extinguishers, and semi-annual replacement of filters for the air conditioners is done on a predetermined schedule.³⁷ Large needs, replacement of systems, or unexpected needs that are identified through these annual scheduled maintenance procedures are submitted to the district. The chancellor—after consultation with the vice-chancellor of Administration and Finance and the associate vice-chancellor of Facilities—prioritizes the requests from all three campuses before submitting them to the state as “Scheduled Maintenance” projects for funding consideration.

EVALUATION

We believe this standard is met. While pursuing opportunities to do an even better job of keeping our facilities safe and sufficient, the campus believes it meets this standard.

The Footprints program has been implemented to address concerns of faculty, staff, and administrators regarding the response time and the tracking of work orders. It has improved communication between the Plant/Operations and Management Department and other departments.

At this time, the Plant/Operations and Management Department does not

undertake surveys to determine faculty, staff, and student satisfaction with the campus facilities. This assessment is done qualitatively by word of mouth and the work orders to determine the satisfaction, safety, and functionality of campus facilities.

The campus established an American Disabilities Act (ADA) transition plan in the early 1990s when the campus first opened. The district is currently reviewing the ADA and developing a new transition plan to be certain that all students have access to the campus and buildings. Measure C and other resources will be used to improve ADA access for all district facilities.

PLAN

- The Plant/Operations and Management Department has a district-supported plan to place computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. Also planned is Footprints access for all faculty, staff, and administrators. This implementation will eliminate the transferring of work orders from the WEBFORMS into the Footprints data base.
- The vice president of business services will disseminate evacuation and lockdown plans and procedures will be posted in all faculty offices and off-site facilities.

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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.

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DESCRIPTION

The district Academic Master Plan drives the district five-year Capital Construction Plan, which incorporates Moreno Valley Campus's future construction plans. The current campus five-year plan includes the MVC Phase III building, and the Network Operations Center (NOC) building. The campus has selected Maas Companies, Inc., an educational consulting firm, to provide technical assistance with the campus Academic Master Plan.

The Moreno Valley Campus (MVC) Strategic Planning Committee has identified projects that address the campus's needs. All current MVC projects on the district's five year plan went through the MVC Strategic Planning Committee and the district Strategic Planning Committee. Currently, upgrades to campus energy efficiency and to the Tiger's Den cafeteria are underway with Measure C funds. The campus's recycling program is well underway with most students, faculty members, and staff actively involved.

Until recently, the college-based strategic planning process did not consider program review documents or outcomes. During the 2005-2006 year, the process for determining room utilization and planning future space requirements involved a recommendation being brought to the Strategic Planning Committee for consideration. The committee as a whole considered the recommendation, voted on it, and sent it to the district with a recommendation.

The current process for planning room utilization, put into place in 2006-2007,

starts with the current load ratios and the availability of rooms. Only now being fully implemented, this new process for identifying needs for physical space and services involves the following steps:

- Departments formulate a need, supported with program review documentation.
- Chairs bring department requests to the appropriate dean at meetings of the Academic Planning Council, or other meetings;
- Deans bring facilities proposals from the APC or other non-instructional program reviews to MVSPC which
 - refers the to the Physical Resources Subcommittee for a recommendation
 - votes on the subcommittee's recommendation
 - includes information provided by administrators, staff, faculty, and students.
- The recommendation of the Strategic Planning Committee then goes to the District Strategic Planning Committee for recommendation to the Board of Trustees.

Specific programs with outside accreditation agencies, mainly in the health sciences, have specific facilities requirements as part of their accreditation standards. For example, the Physician Assistant Program has one dedicated classroom and an office suite in the Humanities Building. Another facility is off campus and involves leasing of the March Dental Education Center for the Dental Hygiene, Dental Assisting, and Dental Technology Programs. The nationally accredited Paramedic Program also follows prescribed facilities allocation and upkeep standards.³⁸

Requests for instructional equipment to support programs are initiated by department chairs on behalf of faculty members. The chairs in turn forward these requests to the academic planning council, which prioritizes requests. The campus president and vice president of educational services review the prioritized requests and forward them to the district vice chancellor of academic affairs, who determines funding allocation based on overall district resources. As of spring 2007, departmental requests for instructional equipment are incorporated into the annual program review.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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III.B.1.b.

The institution assures that the 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.

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DESCRIPTION

Access

The Moreno Valley Campus assures access to its main campus and satellite facilities through the following mechanisms:

- custodial and grounds services provided by campus employees
- contracts for maintenance and repair of equipment and facilities
- campus-employed police officers that provide 24-hour, 7-day-a-week services
- access by road to all Moreno Valley Campus locations
- bus stops, pedestrian crosswalks, and bicycle racks
- accessible parking for disabled students, faculty members, and staff
- partnerships with the City of Moreno Valley and Joint Powers Authority
- keys for all full-time and part-time faculty, if requested, through the Office of the Dean of Instruction.
- campus police who are also available to provide access to classrooms for all students and faculty.

Security

The district has established its own P.O.S.T. certified police department. The police officers who patrol the Moreno Valley Campus are on duty 24-7. However, an officer is not on each site at all times, since in addition to overseeing the security of the campus, the MVC police officers patrol the off-site locations to ensure safety and security of all faculty, staff, students, and college property. Patrols are conducted regularly at the off-campus sites. Two full-time and five hourly community service officers (CSOs) augment the services of the sworn officers by providing campus coverage Monday through Saturday, 6:00 a.m. to 10:30 p.m., and Sunday, 6:00 a.m. to 2:30 p.m. The Moreno Valley Campus Plant/Operations and Management Department services and maintains the following off-site facilities:

- March Dental Education Center (MDEC)
- March Education Center (MEC)
- Ben Clark Training Facility (partial responsibility).

Healthful Learning Environment

Moreno Valley Campus Plant/Operations and Management staff provides ground services for the campus and its off-site facilities. The campus exterior and landscaping are pleasant and provide a peaceful ambience for students and faculty. MVC is a smoke-free campus.

EVALUATION

We believe this standard is met.

Access

Access to Moreno Valley Campus for students without cars can be challenging, especially since students on the northern and western sides of our campus service area may commute nine miles or more one-way to get to campus. This is cause for concern, especially given the mission of the college to serve all its students and especially in light of increasing costs. A transportation survey, conducted by the Associated Students of Riverside Community College—Moreno Valley Campus, found that over 30 percent of students rely at least part of the time on some other means of transportation besides their own vehicles to get to school.³⁹

<u>Means of transportation</u>	<u>Number of respondents</u>	<u>Approx. percent</u>
own vehicle	491	64%
parents	112	15%
bus	106	14%
walk	38	5%
bicycle	19	2.5%
other	31	4%

The dean of student services has worked with the Riverside Transit Authority (RTA) to coordinate bus schedules with class times. Nonetheless, the degree of coordination varies with the bus route and the time of day. For example, students from the southwest side of Moreno Valley (25 minutes to campus by car), may in some circumstances need to catch a bus over two hours in advance of a class. Currently, a monthly bus pass costs \$43, and there are no semester passes or special discounts for college students.⁴⁰ The campus bus stop, located at the periphery of campus and without adequate shelter from the sun or windblown rain, appears designed more to stigmatize than to attract bus users. Certainly the bus service is not luring students out of their cars and makes little contribution to relieving traffic congestion and parking problems.

Pedestrian or bicycle commutes to campus are not as inviting as they could be, even though many of our students live within two or three miles of campus. Indeed, recent construction of single-and multi-family housing has greatly increased the number of students within walking distance of the college. However, street design and blockages in many nearby subdivisions discourage pedestrian access to campus; potential walkers in these neighborhoods would have to take circuitous routes that force them to walk most of the way along less pleasant arterial streets. Bicycle access to campus is somewhat precarious, as most riders must access the school by way of Lasselle, a high-speed arterial which narrows as it approaches campus and lacks marked bike lanes. The number of bicycles parked on campus has increased in recent semesters but remains insignificant: our 15-unit rack rarely fills.

Security

During the course of normal operation the Moreno Valley Campus does not experience an abnormal number of claims alleging dangerous facilities or inadequate security. After 10 p.m. and on weekends, police service to the Moreno Valley Campus is provided through central dispatch. There has been

discussion by the Moreno Valley Strategic Planning Committee regarding the possibility of increasing presence on the campus and at offsite locations during the evening and weekend.

Health

The campus declared itself smoke free during the 2003-04 academic year through the academic senate and the site committee structure, with representation from students, faculty, staff, and administration. However, there is no enforcement policy.

The maintenance of grounds at the March Dental Education Center has been insufficient due to the complex connection of the water and electrical lines between the dental clinic and adjacent hospital. Problems with the sprinkler system at March Dental Education Center have caused delays in the landscaping at that facility. Landscaping has been started but is not yet complete. Currently, efforts are in place to access water and electricity to support landscaping for the March Dental Education Center.

PLAN

- The Strategic Planning Committee will work with Student Services and Facilities to explore options for improving transportation options for students and campus personnel. These options might include
 - funding a nicer campus bus stop
 - working with RTA to develop student pass discounts, coordinated schedules, and express student bus services from key points throughout our service area
 - working with the city of Moreno Valley to explore options for improving bicycle and pedestrian access to campus, perhaps through the development of bike-pedestrian corridors
 - working with Associated Students to promote bicycling and walking to campus.
- The Strategic Planning Committee will also review the campus non-smoking policies to address the concerns about non-compliance and enforcement.

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total

DESCRIPTION

The district has a 2008-2012 Five Year Capital Construction Plan that was approved by the Board of Trustees at the June 2006 meeting. This plan is updated and submitted to the California Community College Chancellor's Office

cost of ownership of new facilities and equipment.

annually. The plan includes initial project proposals and final project proposals.

The Moreno Valley Campus has been doing long-range planning since it opened in 1991. In its present five-year capital construction plan, new programs have been submitted to the local Board of Trustees and the State for funding. Listed are the projects presently funded or submitted for funding:

- Remodel of the Administrative Annex – funded by Measure C, a local bond
- Remodel of the Early Childhood Center – funded by Measure C, a local bond
- Hazardous Materials Building – funded by state hazardous materials funding
- Seven new portable buildings on the Moreno Valley Campus – funded by Measure C, a local bond
- The Learning Resources Center (eight portables) at the Ben Clark Training Center—funded by Measure C, a local bond
- Network Operations Center – funded by Measure C, a local bond
- Phase III (student academic services facility) – funded by State 2008 bond and Measure C, a local bond
- Public, Safety, Law Enforcement, and Fire Training Learning Resource Center – Initial Project Proposal to State with shared state and local funding, at the Ben Clark Training Center.

Although the total cost of ownership is not a new idea, MVC has just recently incorporated the total cost of ownership into its construction plans. The construction cost of furniture and equipment has been included in new construction, but just recently the costs of personnel, maintenance, and operations of the buildings have been presented to the Board of Trustees for funding before construction is approved.

EVALUATION

We believe this standard is met. Long-range planning was recommended by the last accreditation team and implemented shortly thereafter. Total cost of ownership is just becoming part of the long-range planning process and has been implemented with the remodel of the new portable buildings. At the March 2007 Board of Trustees meeting, Maas Companies was hired to revise and maximize the Moreno Valley Campus long range planning process for capital construction.

PLAN

None is needed.

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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.

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DESCRIPTION

At the district level, the Office of the Associate Vice Chancellor of Facilities, Planning, Design, and Construction oversees a space utilization analysis on each campus to develop an effective space utilization plan.

The Office of the Dean of Instruction compiles the room usage data for each semester and intersession. These data are used to calculate load ratios and to identify trends that will allow the campus to maximize room usage. The Physical Resources Subcommittee of the Moreno Valley Strategic Planning Committee has the responsibility to assure that facilities planning is integrated with an overall campus master plan. This master plan will be reviewed by the Maas Companies to check for efficiency and need.

Physical resource planning is coordinated on a district level. The district Strategic Planning Committee considers requests from all three campuses and makes recommendations to the District Strategic Planning Committee. Ultimately, building plans must be approved by the Board of Trustees.

At the Moreno Valley Campus, facilities planning is a part of strategic planning. Through program review processes, faculty, disciplines, programs and departments identify needs regarding equipment, facilities, space, support staff, and supplies. The department chairs consult with the dean of instruction to put together a priority list based on perceived need.⁴¹

An example of this process is the identified need for more offices on the Moreno Valley Campus. This need was addressed on a short-term basis by installing modular buildings. The long-term need was addressed by approval of the Phase III building to be constructed in 2010. Modular buildings include the student government building, one classroom, two faculty office suites, and a multipurpose building. To address the need for a physical education center, the multipurpose room includes a sprung floor, mirrored walls, locker rooms, showers, and restrooms.⁴² In addition, the campus has a contract with 24 Hour Fitness and Brunswick Lanes, both in Moreno Valley, to use their facilities for physical education courses. We also use the tennis courts at Vista del Lago High School. These contracted facilities are all within a 15-minute drive from campus.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

STANDARD III.C: TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

From district-wide networking and administrative support to classroom instruction—the Riverside Community College District provides the basic technical support and services for the Moreno Valley Campus. As a complement to the district-wide support, there is on-campus support for faculty, staff, and administrators.

III.C.1.a.

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

District Functions

Information Services

The mission of Information Services is to ensure the delivery of services critical to meeting the educational and administrative requirements of a large academic institution. Information Services includes

- Network Services
- Administrative Systems
- Telephony Services
- District Help Desk
- Micro Computer Support

Network Services plans and provides all the necessary components of a district-wide Cisco-based Gigabit Ethernet, utilizing a DS-3 (45 Mbit per second) connection from the Riverside Campus to the Internet provided by CENIC (Corporation for Education Network Initiatives in California). Inter-campus connectivity from Riverside to both Moreno Valley and Norco is currently operating via T-3 (45 Mbit per seconds) lines with additional redundant T-1 connectivity between Moreno Valley and Norco for failover purposes. Upon accreditation each campus will become eligible to be directly connected to the Internet via CENIC. In support of these future developments, Information Services is currently working with the Moreno Valley and Norco Campus Strategic Planning Committees to build Network Operation Centers on each campus during 2007. In addition to the campus-to-campus

connectivity, network services are also provided to all district offices and off-site learning centers such as the March Dental Education Center and the Ben Clark Training Center. Wireless Internet service is also available to any registered student, staff, or faculty member at each campus, free of charge. Additionally, Network Services provides centralized security and intrusion detection, anti-spam filtering, and networking monitoring to ensure a reliable, secure network environment. Other services provided by Network Services are the planning, implementation and maintenance of enterprise-level solutions for e-mail; storage area networks (SANS); and servers in support of academic and administrative needs.

Administrative Systems is responsible for the implementation and support of Datatel's administrative system suite (Colleague, WebAdvisor, and Benefactor) and related software packages. Colleague is a comprehensive academic management system used by Admissions and Records, Student Financial Services, Academics, Student Accounts, Matriculation, Alumni Foundation, and other groups to facilitate record keeping and the reporting of student, faculty, and staff activities and transactions.

WebAdvisor, a web application supported by Datatel, was deployed in 2004. WebAdvisor is for both faculty and students. It allows faculty to access up-to-the-minute class rosters, to submit census reports and grades, and to monitor lab attendance. Students can access class schedules, add and drop courses, and check grades. In addition to the Colleague platform, WebAdvisor also supplements the Colleague platform by providing web-based student services such as registration, transcript requests, and grade reports. Currently the institution owns, supports, and maintains licensing on the entire suite of Datatel modules: Student, Financial Aid, Finance, Advancement, and Human Resources. At this time, the institution is running version 17 of the software and is planning to implement and migrate to version 18 in 2007.

Galaxy, an accounting system software package provided by the Riverside County Office of Education, is now accessible by district personnel. Resource 25 is an administrative software package used district-wide to assist in the scheduling of classes and rooms.

Telephony Services maintains a centralized telephone system for the entire district. Currently, this is an Nippon Electric, Ltd. (NEC) hybrid private branch exchange (PBX) capable of supporting the legacy digital system as well as voice-over Internet protocol (VoIP) deployment. As new buildings are being planned, constructed, or remodeled within the district, VoIP is installed, decreasing wiring and management costs; ultimately, this will result in a pure VoIP environment with the legacy system entirely phased out. Outbound circuit connectivity for local and long distance calling is negotiated and purchased by the telephone group for the entire district to take advantage of volume discounts and other incentives. The telephone group also contracts for all

district cell phones and manages the Blackberry server which provides users with full integration between their Blackberry phones and their Outlook mail, including calendaring functions. The telephone group is responsible for account reconciliation with all vendors for the previously described services. The group's responsibilities also include planning, construction, and maintenance of the district cable plant and related infrastructure. Currently, to help facilitate long-range cable and network planning, Information Services has initiated a comprehensive review of all existing cable plant and conduit pathways. The information gathered from this review will be used to plan for adequate infrastructure on future campus buildings.

The district Help Desk addresses service requests with centralized problem tracking and ticket generation for Information Services, Open Campus student support, wireless applications, faculty WebAdvisor, and facilities maintenance. Incoming problems are reported to the Help Desk via phone, e-mail, or trouble tickets that are entered directly into Footprints software by end users. Tickets are then routed to the specific department responsible for problem resolution. Users are able to track the progress on specific trouble tickets via web-based browsers. Footprints is the software used in tracking work orders submitted to the Help Desk. In addition to problem tracking, the Help Desk provides first-level support for general computer problems, WebAdvisor issues for both student and faculty versions, and wireless access. Assistance is provided over the phone or on-site.

The Open Campus

The Open Campus, the district's center for online course delivery, provides distance learning for over 20,000 students per year, along with training and support for online instruction. This center supports online courses, hybrid courses (part online and part classroom meetings), and telecourses. WebCT is the platform used for the delivery of all online courses in the district.

In spring 2007, 15 instructors taught distance courses for the Moreno Valley Campus. Eight instructors taught a fully online course, five taught a hybrid courses and two taught a telecourse.

Software

The Micro Computer Support group, having both district and campus-specific functions, is responsible for purchasing, distributing, and maintaining the Microsoft Windows environment for the entire district. The package currently consists of Windows XP, Microsoft Office Suite (Word, Excel, Power Point, Access, Visio, Outlook, Publisher), Front Page, and Visual Studio Pro. This annual purchase is facilitated by the California Community College Chancellor's Office and Microsoft Corporation and ensures proper software licensing for some 4,000 computers throughout the district.

Moreno Valley Campus

At the Moreno Valley Campus, there is onsite support of technology-assisted learning. Most classrooms and labs have an instructor's computer station with Internet access and an LCD projector.⁴³ Four classrooms also have desktop computers for each student in the class. Two mobile carts each have a classroom set of wireless laptops. In addition to the classrooms mentioned above, a Reading/Writing Center, a Math Lab, a Computer-Information Systems (CIS) lab, and science labs use computers to aid in instruction, through software applications support tutorials, and computer-based homework assignments. A faculty workroom available to all full- and part-time faculty is equipped with computers, printers, internet access, and equipment for ParScore and Scantron. The ASRCC Student Government Building and the library have computers with Internet service that are accessible to students. The various departments on campus are responsible for replacing outdated equipment through the capital equipment request process or through their respective budgets.

There are two cluster-servers at the Moreno Valley Campus, one supporting Windows and the other supporting Novell at this time.

Two micro-support specialists from district Information Services are based full-time at Moreno Valley, though they can be called to any other campus when needed. In return, micro-support specialists from the other campuses can be dispatched to provide additional technical support at Moreno Valley. Their responsibilities include hardware and software setup, installation, troubleshooting, maintenance, and upgrades for all computer labs, classrooms, and offices (staff and faculty) on campus. As of February 1, 2007, library technology and the Instructional Media Center (IMC) are supported by the two micro support specialists. An instructional support specialist hires and supervises computer lab aides in the CIS lab. The science labs have technicians who assist with computer support. The district maintains a contract with Western Data to repair and replace hardware that is out of warranty. Pay-per-print services are provided to students in the computer lab, the Writing and Reading Center, and the library. WebCT is available to students for online courses. In addition to Microsoft Office, other software products used are requested by individual faculty and lab coordinators to support their courses.

EVALUATION

We believe that this standard is met. District- and campus-level technical services provide the Moreno Valley Campus with adequate support for its faculty, support staff, administrators, facilities, hardware, software, and information delivery infrastructure. The construction of the NOC will provide an area for network equipment and services to be centrally located.

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III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

PLAN

None is needed.

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DESCRIPTION

The Faculty Innovation Center, located on the Riverside Campus, provides system training to district employees and staff through ongoing workshops and FLEX day activities. Training is also given through online presentations and an extensive Hybrid Academy for those faculty members preparing to teach web-enhanced, hybrid, or online courses. Workshops in the center have been held for training on software such as PowerPoint, Word, Excel, and Macromedia products.

Information Services staff have offered workshops throughout the year at the Moreno Valley Campus on how to use administrative software such as WebAdvisor, Colleague, Resource 25, and Galaxy. In preparation for the self-study, a WebCT course was developed and training in WebCT was offered to Moreno Valley faculty, staff, and management to facilitate participation in the online discussions.

The Moreno Valley Center for Faculty Development (CFD), part of a Cooperative Title V Grant will open in late fall 2007.⁴⁴ This laboratory/training center will provide for individualized and group instruction in Open Campus delivery methods, WebCT, WebAdvisor, and use of technology in and out of the classroom.

EVALUATION

We believe this standard is met, especially given the addition of the onsite Center for Faculty Development. The CFD is designed to renew faculty learning and to promote new technologies—inside and outside the classroom—directly tied to student learning and success. Research on students' needs indicates that educators should be moving away from the traditional, one-size-fits-all pedagogy. Improving the technology component of faculty development through the CFD will provide additional strategies for effectively teaching our students in all delivery environments and for assessing their learning. The Center for Faculty Development (CFD)—approved by the Board of Trustees—will be established in fall 2007 as a structured, integrated, ongoing professional training program for faculty and support staff. Modular buildings will provide the CFD with about 1,800 square feet of space.

PLAN

No plan is needed.

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III.C.1.c.

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

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DESCRIPTION

District

Administrative Services

Administrative systems have been on annual maintenance programs since their initial purchase. Hardware is under full warranty and then placed on full maintenance plans once the warranty has expired. Hardware is upgraded to meet user demands for more processing power and speed and to accommodate software upgrades. Equipment is also upgraded as the maintenance costs outweigh the cost of purchasing new equipment under warranty.

Network

Plans for new or remodeled buildings incorporate network infrastructure and appropriate networking equipment and cabling so that facilities will be in compliance with district networking standards.

Network maintenance is handled in multiple ways. Annual support contracts—including telephone and online support services—are purchased for all critical elements. Uninterrupted power supply (UPS) systems are purchased and maintained for all intermediate distribution frames (IDFs) and network operation centers. New equipment purchases include the latest hardware and software offerings. The district inventories for network electronics and UPS systems are also used for emergency replacements, new network configuration testing, and analysis. Additionally, network management stations monitor and maintain network functionality, security, and utilization.

Moreno Valley

On the Moreno Valley Campus, the upgrading or replacement of equipment and software is incorporated into the annual program review process for disciplines, programs, and academic departments. Lab coordinators, department chairs, and individual faculty and staff consult with Micro Support personnel to determine needs—everything from learning software to faculty computers. Needs that are identified through program review are forwarded to department chairs with the justification for the needs. Department chairs and assistant chairs review the requests, prioritize them, and submit the list to the dean of instruction. Purchases are dependent on the funds available. On occasion older lab computers are recycled as faculty office computers until new computers can be purchased.

Some additional funding sources contribute to maintenance and upgrades at the Moreno Valley Campus. Qualifying occupational programs can request Vocational and Technical Education Act (VTEA) funding for incorporating new

technology into their curricula. The campus Title V grant is another funding avenue for technology that will enhance student learning.

EVALUATION

We believe this standard is met. The Moreno Valley Campus is developing a more objective protocol for assessing and prioritizing equipment and software needs. The new process will incorporate the annual program review process into the strategic planning process. Departments will submit their needs to the Strategic Planning Committee, which will forward them to the Technology Subcommittee, where the requests will be evaluated, analyzed, and ranked. The decision to act on the recommendations of the Technology Subcommittee will need approval of the MVSPC and will depend on the budget.

PLAN

- The Moreno Valley Strategic Planning Committee will activate the new maintenance and upgrade process and will request that the Technology Subcommittee study the feasibility of incorporating a queue into the protocol, so that justified needs that do not get funded due to financial restraints are rolled over to the next year.

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III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

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DESCRIPTION

Departments and programs, in consultation with district and campus support personnel, are responsible for assessing the educational and programmatic value of existing or potential technology resources and for basing their declared needs—in program review—on those assessments. The needs for classified staff in Student Services are also determined by SAOs in the Student Services program review document (Standard II.B.).

EVALUATION

We believe this standard is met. Program Review provides the process for developing technology needs based on an assessment of the degree to which given technologies enhance a program's or department's goals. As indicated in III.C.1.c above, the protocol for meeting and maintaining those needs is now being put into place.

PLAN

- See the plan for III.C.1.c above.

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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.

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DESCRIPTION

Both the district and the campus have taken steps to integrate technology planning with institutional planning. As each new building is designed, extensive technology planning incorporated into the development plans addresses the specific technology needs of the programs to be housed in the building. This process includes comprehensive consultation with the discipline faculty members who will be using the facility. The outcome of this process is detailed engineering specifications for the building being planned. The Moreno Valley Campus planned and incorporated technology effectively over the last few years: all but three classrooms on the Moreno Valley Campus are equipped with a computer and LCD projector system, most with high-speed internet access; and the entire campus has a free wireless environment. Information Services has conducted satisfaction surveys to assess the effectiveness of network support.⁴⁵

Information Services is currently involved with the plan to locate six portable modular units at Ben Clark and seven at the Moreno Valley Campus. This planning includes the appropriate technology infrastructure and equipment.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

III.D: FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Overview of the Budgetary Process

The Riverside Community College District's Vision and Goals statement provides the foundation for the college's financial strategy.⁴⁶ However, the fiscal planning process is affected by the governor's budget, as the money allocated in it is the basis for the district's initial revenue estimates for each year. The district's practice is to conservatively estimate the college's revenues from the state and then build expenditure budgets based on these assessments. The revenue estimates are made using enrollment trend projections, and the district's Tentative Operating Budget is prepared as follows:

The first expenditure that is budgeted, per Board Policy 6300, is a budget "reserve"—a minimum five percent of the sum of the projected beginning fund balance plus the estimated revenues for that fiscal year. The college's practice of maintaining this reserve has allowed financial stability through lean funding years. Indeed, the college has more than a 25-year history with no lay-offs of full-time faculty or staff due to budget cuts.

Next in the budget expenditure cycle is the allocation of known and estimated fixed costs and contractual commitments for the district; these include faculty and staff salaries, utilities, rents and leases, and long-range costs for facilities planning and other projects that support the college's vision and goals.

Finally, "discretionary" expenditures are earmarked based on remaining available revenues. It is through the discretionary spending that Moreno Valley Campus is able to integrate financial resource planning with its strategic planning process.

Annual financial plans evolve during the budget development cycle and include necessary adjustments in May, at the time of the Governor's "May Revise." Reports on state funding and college expenditures are presented monthly at meetings of the Resource Committee, a subcommittee of the Board of Trustees. The process culminates when the annual budget is approved by the Board of Trustees. The Board of Trustees must approve a tentative budget by June 30th and a final budget by September 15th.

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III.D.1.

The institution relies upon its mission and goals as the foundation for financial planning.

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III.D.1.a.

Financial planning is integrated with and supports all institutional planning.

III.D.1.d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

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The Moreno Valley Campus Mission Statement

Responsive to the educational needs of its region, Moreno Valley College offers academic programs and student support services which include baccalaureate transfer, professional, pre-professional, and pre-collegiate curricula for all who can benefit from them. Life-long learning opportunities are provided, especially in health and public service preparation.

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DESCRIPTION

In order to make available the programs and services that are included in our campus mission, the necessary operating costs of the campus—including the cost of all full-time faculty, staff, and administrators—are primarily funded through state apportionment and allocated through the district. It is in determining the discretionary budget that the campus attempts to integrate financial planning with its institutional plans. In building the discretionary budget, each campus department has the opportunity to request additional resources for identified programmatic needs. Campus department chairs have traditionally done so by querying their department members regarding equipment purchases, remodeling requests, and new tenure-track faculty hires and then presenting this information at meetings of the Academic Planning Council (consisting of department chairs and the dean of instruction). The APC then justified and prioritized their requests for presentation to the campus provost using budget worksheets distributed by the district Office of Administration and Finance. In non-instructional areas, requests were prioritized by the appropriate manager and forwarded to the provost.

In the spring of 2004, as a response to the ACCJC recommendation that we demonstrate that our strategic planning process ties resource allocation directly to program review, the district began to restructure planning. The district Strategic Planning Executive Committee and the Moreno Valley Strategic Planning Committee were formed. The Financial Resources subcommittee was one of eight original subcommittees of the MVSPC; members were recruited to serve on this committee in fall 2005 but no formal charge for this subcommittee was developed. Until spring 2007 members of this subcommittee met only to discuss the campus self-study as it relates to financial resources. Under the leadership of the vice president of business services, the committee is now meeting twice monthly to review budgetary issues, such as budget training, state guidelines in funding, total cost of ownership, and campus fixed costs.

In the spring of 2007, in a more deliberate plan to tie resource allocation to institutional planning, the traditional Academic Planning Council resource

request process was formalized through the annual instructional program review. In the annual program review of academic areas, faculty in each unit or discipline within the department were asked to analyze trends and use data to support requests for equipment, facilities, and personnel expenditures that would support the campus's mission. The chairs were then responsible for synthesizing the various unit reports into the department's program review. The APC, now a subset of the Instructional Programs strategic planning subcommittee, will again rank requests and prepare information to be included in the following: Budget Augmentation forms, Capital Request forms, Position Request forms and Remodel requests. Student Services conducts a similar annual program review. Other non-instructional areas will perform program reviews by September 2007 to rank staffing and equipment needs. The requests that are generated by these processes will be presented to the vice presidents of educational services and business services and to the campus president for further review, prioritization, and approval.

The campus president and the vice president of business services advocate for campus funding as members of the Budget Bunch, a committee consisting of the district chief of staff representing the chancellor's office, four vice chancellors, and the associate vice chancellor of finance as a staff resource, three campus presidents, and three campus vice presidents of business services. This group evaluates the overall District budget situation (taking into account enrollment projections, new programs, the state budget situation, etc.), reviews and evaluates departmental budget adjustments, evaluates position requests, and ultimately recommends the budget level for the "discretionary" budget. In this process, funds for instructional and non-instructional equipment are set aside along with remodeling requests, which are allocated on a per-project basis.

The Resource Committee, a Board of Trustees subcommittee, meets every month to receive information on capital projects, annual state funding projections, and other financial matters. This subcommittee's membership includes two trustees, three faculty members (one from Moreno Valley) appointed by the Academic Senates, a CSEA representative, two representatives from the Faculty Association, a student senator, and the vice chancellor of administration and finance.

Finally, the Board of Trustees conducts a public hearing on the proposed budget. A notice of the public hearing is published in local newspapers. After the public hearing, the Board of Trustees takes action to adopt a tentative budget by July 1 of each year and a final budget by September 15th. All college expenditures are available online. A monthly financial report is available for trustee and public examination. Board Books are also archived for future reference.⁴⁷ This open access and public scrutiny encourages realistic assessment of expenditures at the time the budget is constructed.

EVALUATION

We believe this standard is met. Practices are in place that bring the campus president and vice president of business services together to discuss resource allocation with top financial officers of the district. It is the responsibility of the campus officers to advocate funding priorities that are consistent with those that have emerged through the campus program reviews. In the future Program Reviews will connect with the strategic planning process, but these linkages have yet to be developed. Many faculty and staff have an inadequate knowledge of the budget process. According to the Moreno Valley accreditation survey, only 10% of full-time faculty agreed with the statement: "The budget development process, as it relates to new position hiring, is known within the college community." Fewer than 25% of all campus employees agreed that any part of the budget process was known and relates to campus planning.

At the time this report was written, the new position of Vice President for Business Services had been filled for less than a year. While campus budget development may not be a priority interest of personnel, even under the best of circumstances, the campus administration will need to work diligently to inform members of the campus Strategic Planning Committee and other relevant faculty, staff, and student groups about budget development practices. A good beginning in doing that at the campus level was in evidence by the spring of 2007.

The annual program review (both instructional and non-instructional), with its attempt at moving to a more objective, data-driven framework for funding new requests, is a step in the right direction for tying institutional planning to program review. The publication of administrative program reviews and their budgetary requests will add to the transparency of the process and clarify accountability. The vice president of business services reports back budgetary decisions made by the Budget Bunch to the Financial Resources Subcommittee. It is assumed that the campus as a whole will be informed of equipment purchases and faculty hires at the end of the budget cycle, but there has been no formal feedback. In 2007 the president committed to an annual report to the Strategic Planning Committee and the Academic Senate that will include the status of the budget.

In order to ensure appropriate allocation of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative associate vice chancellors. The project assesses the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three college district. Among the issues under review is a budget allocation model. (See Standard IV.A.5.)

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III.D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

PLAN

- The faculty development coordinator, with the assistance of the vice president of business services, will offer FLEX workshops on the college's budgetary development process.
 - The Moreno Valley Strategic Planning Committee will develop bylaws that will define the charge of the Financial Resources subcommittee and will determine how budgetary information flows between subcommittees and to the Academic Senate.
-

DESCRIPTION

As noted in the introduction to III.D.1, financial planning at the district level starts with funding projections made by the vice chancellor of administration and finance. These projections are based on an estimate of state funding. The district budget includes payroll, benefits, supplies, services, equipment and other contractual obligations, along with an adequate reserve. These funding projections provide the basis for budget planning and decisions (for the district and each of its campuses) and reflect a conservative yet realistic assessment of funding from the state.⁴⁸

Voters from the Riverside Community College District approved a \$350 million bond measure in November 2004, providing new financial resources to fund capital projects. The bond money may only be used to fund construction and to purchase certain types of equipment. In the months before the election, Evans-McDonough, Inc. was contracted to serve as consultant and to conduct a survey of the Moreno Valley community to develop a list of projects desired for the campus. This list was published in the Statement of Voters that accompanied the ballot and included the following objectives: provide permanent classrooms and facilities, such as a health technology center, student support building, science and technology labs, and buildings for job training and college transfer counseling; upgrade technology infrastructure; and add alternative-energy cogeneration plant.⁴⁹ The campus was then asked to prioritize its needs with this list in mind. Projects that have received Measure C funding and are complete or in planning stages are the Early Childhood Education Center, a health sciences building that will contain labs for the sciences, and a Network Operation Center to improve our technology infrastructure.

The district Office of Grants and Contracts was formed in 1990 to investigate additional financial resource development. With guidance and technical assistance from Grants and Contracts personnel, faculty, administrators, and consultants have written grant proposals. Some examples of funded grant projects at the Moreno Valley Campus include a Gates Foundation Grant for the Early College High School, a national Department of Education Title V grant to promote basic skills education, and a National Science Foundation scholarship program for future engineers, mathematicians, and computer scientists.

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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.

EVALUATION

We believe this standard is met. The district Office of Administration and Finance estimates costs realistically and budgets appropriately. Where there were urgent building plans, but no state monies to fund them in a timely way, bond money was sought to augment the budget. The Office of Grants and Contracts also assists in obtaining funds for programs and services.

PLAN

None is needed.

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DESCRIPTION

When making short-range financial plans, the district considers its long-range financial priorities to assure financial stability. The institution plans for the payment of liabilities and future obligations. The district maintains sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds to meet its obligations.⁵⁰

Long-range facilities planning (along with the corresponding financial plans) has been coordinated at the district level. Historically, at the Moreno Valley Campus, the Site Committee—the predecessor to the Strategic Planning Committee—was one of the most active committees. It was formed specifically to make recommendations on the campus's Phase II building plans and more generally to ensure that the district facilities managers had input from Moreno Valley faculty, staff, and administrators on new facilities designs so that they would correspond to the campus mission. Pursuant to Board of Trustees action in February 2006, the campus will assume greater responsibility for long-range facilities planning. This process has already started with the hiring of the Maas Companies, Inc. to assist with a campus educational master plan that will align new facilities development with existing and future programs.

EVALUATION

We believe this standard is met. The district is careful to consider long-term plans when developing budgets, taking into consideration future obligations and liabilities.

PLAN

None is needed.

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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.

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Overview of the Budget Control Process

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This system consists of

- a financial accounting system that provides budgetary control and accountability
- a budget control department that performs due diligence on every financial transaction
- an accounting department that ensures appropriate accounting treatment of all transactions before funds are disbursed
- a position control system to ensure that all full-time positions are approved and budgeted
- a purchasing department that oversees adherence to purchasing policies and procedures
- a procedure for authorizing purchases and expenditures that provides appropriate internal controls and ensures that expenditures conform to district policies and procedures
- Board of Trustees oversight of purchases, contracts, and hiring decisions
- independent auditors verify that safeguards are in place.

Besides district safeguards, the Riverside County Office of Education performs a financial oversight function, including random test of warrants issued by all institutions in the county. Auditors follow the consistent and thorough investigation processes set forth in the California State Audit Manual.

The district incorporates a chart of accounts in its financial management system to assure financial integrity and the responsible use of financial resources. The chart of accounts utilized by the district is promulgated by the State Chancellor's Office through the Budget and Accounting Manual.⁵¹

The district's Budget Control Office uses the requisitioning and purchase order process in order to monitor and evaluate all proposed expenditures submitted by campus and district support service departments. Purchases can only be made if an approved budget exists (budget control) and authorized signatures are in place.⁵² Budget control is maintained by major object codes. A budget is approved and assigned to each academic and support department using unique chart of account codes for each department. Departments can request budget transfers based on changing needs throughout the year. Budget transfers between major object codes require approval by the Board of Trustees.

Many purchases require a contract between the district and the proposed vendor. The Board of Trustees must approve all contracts. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place.⁵³

Financial reports are submitted to the Board of Trustees on a monthly basis. In addition, the district is required to submit financial information to the State Chancellor's Office through the quarterly CCFS-311Q and the annual CCFS-311 reports. These reports are also submitted to the Riverside County Office of Education as part of their fiscal oversight responsibility.⁵⁴

The vice president of business services at the Moreno Valley Campus is responsible for aligning the campus process with district procedures and state regulations. The Moreno Valley Campus follows exactly the same procedures as the district. Faculty and staff initiate purchase requisitions. These purchase requisitions are approved through the chain of command until received and processed by the district's accounting personnel. The district Purchasing Office processes the purchase order and notification is sent to the vendor and the person initiating the purchase order. Without sufficient funds, purchase orders cannot be processed.

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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 finds are comprehensive, timely, and communicated appropriately.

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DESCRIPTION

The annual budget, the annual audit report, and all quarterly financial reports are available on the RCCD accreditation website.⁵⁵

The Annual Budget typically includes information related to the hiring of new and replacement full-time faculty and staff, improvements in salary schedules, net increases for additional salary step movement, the cost of employee benefits, instructional and student support programs, and all budget requests approved for funding.⁵⁶

The annual CCFS-311 report documents the district's compliance with direct instructional spending requirements.⁵⁷

The Moreno Valley Campus is audited as part of the district's annual audit by an outside independent audit firm. The institution follows state compliance requirements, resulting in funding allocations as prescribed by the State Chancellor's Office.⁵⁸ The independent auditor presents audit findings directly to the Board of Trustees in an open, advertised public session. The district has responded appropriately to all audit findings or exceptions in a timely manner.

EVALUATION

We believe this standard is met. Financial documents reflect appropriate allocations for programs and services to meet the campus mission. Documents are comprehensive, timely, and communicated in a proper manner.

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III.D.2.b.

Appropriate financial information is provided throughout the institution.

PLAN

None is needed.

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DESCRIPTION

Financial information is provided throughout the institution at both the district and campus levels. The college budget is presented to the Board of Trustees for discussion and approval in a public meeting. Major changes to the budget and budget transfers are presented to, and approved by, the board. A public record of these approvals is available for the college community and the public to examine on the board's web site without restriction. As of spring 2007, financial information is considered in various degrees, prior to campus approval, by departments and committees, especially by the Financial Resources Subcommittee of the Moreno Valley Strategic Planning Committee. General financial information particular to the campus is provided to the Academic Senate and to the Strategic Planning Committee.

In addition to the general dissemination of information, the internal budget development and budget approval processes of the campus and the district, as described earlier, result in an awareness of financial information among direct participants in those processes. The board's Resource Committee and the campus Financial Resources Subcommittee are open forums that faculty, staff, and the students may attend to receive information on the financial status of the district and campus.

The district's Finance and Administration Office is responsible for developing the tentative and final budgets for board adoption, and coordinates with the chancellor's Executive Cabinet and the Budget Bunch. (The Budget Bunch receives information from the campus Academic Planning Council by way of the campus president and vice president of business services.) A public hearing on the proposed budget is held every September prior to board approval.⁵⁹ The current budget allocation model is based primarily on historical costs. A revised budget allocation model and mid-range financial model are in development to refine resource allocation and to allow for planning for the effects of new programs and initiatives on campus.

The district's annual audit reports are completed in a timely manner, with wide distribution. Furthermore, the independent auditor presents all audit findings directly to the Board of Trustees in a public session.

The district is utilizing Galaxy, a financial management software system that permits Moreno Valley staff to have a real-time view of the budget and financial information. Any faculty or staff member may request and receive training on Galaxy. The Moreno Valley Campus has approximately 40 users who have signed-up for this access. The budget is also available in hardcopy format upon request.⁶⁰ The MVC vice president of business

services reviews the Moreno Valley Campus's budget regularly. The district Budget Office notifies users when purchase requisitions cannot be processed because of lack of funds.

EVALUATION

We believe this standard is met. Sufficient financial information is provided to those who need it to function in day-to-day business and to those directly responsible for budgetary matters. General knowledge about the budget process on campus is early in its development. Fewer than 25 percent of employees at the Moreno Valley campus who responded to a survey agree that they are well informed of budgetary processes.⁶¹ Spring 2007 marked the beginning of involvement of the Financial Resources Subcommittee of the MVSPC in budget discussions. Thus, some preparation has been made for the involvement of the Strategic Planning Committee in the 2007-08 budget development process.

PLAN

- The vice president of business services will work with the Academic Senate and the Strategic Planning Committee to develop mechanisms for reporting budget development information back to planning and to the campus community generally.

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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.

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DESCRIPTION

The independent auditor found sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.⁶²

The state considers five percent of the general operating fund to be a prudent reserve to meet financial emergencies and unforeseen circumstances. The district maintains this minimum reserve in accordance with Board Policy 6300 and has in recent years exceeded it. In the 2005/2006 academic year the reserve was approximately eight percent.

Cash flow is monitored to ensure that institution operations do not exceed the budget, and all revenues are strictly monitored. During the academic year, enrollment reports are reviewed and compared to enrollment projections.

Given the varied nature of departments within the campus, the level of risk incurred varies drastically. For instance, standard lecture classes in the humanities have a minimal risk when compared to many classes in the sciences and occupational programs, such as Chemistry, Public Safety, and Health Sciences. The district purchases malpractice insurance for health-related programs such as Physician Assistant, Dental Hygiene, and

Paramedic Programs. It also provides some limited health insurance for students in programs where their externships or rotations required them to be covered by workman's compensation insurance. Employment practices and potential civil rights liabilities present increased risk in the health-related programs, but they have been managed through training programs for staff.⁶³ International students are required to provide proof of personal insurance. The RCC Foundation also provides its board members with errors and omissions insurance.⁶⁴

Risk Management monitors and anticipates safety concerns based on the knowledge and expertise of the faculty and staff in each department. Most of the district's protection for risk comes from the Joint Power Authorities, of which RCCD is a member:

- Association of Schools for Cooperative Insurance Programs
- The Schools Excess Liability Fund
- Riverside Employers/Employees Plan
- Self Insured Plan for Employers.

The district belongs to other Joint Powers Authorities, but these are the ones that specifically and exclusively protect for risk. These agencies would pay for damages incurred by the institution over a 10- or 20-year period. Administrative Services has deemed this an effective way to manage risk.

Among the major costs of risk protection at Moreno Valley are those incurred by funding an adequate police force and maintaining liability coverage for both the police and the physical premises. During the course of normal operation Moreno Valley Campus does not experience an abnormal number of claims alleging dangerous premises or inadequate security.⁶⁵ However, there is no dedicated police officer on the Moreno Valley site(s) after 10 p.m. and on weekends. During these times, the campus is dependent on district police, who patrol all sites, responding to calls from their central dispatch. The Moreno Valley Strategic Planning Committee has discussed the possibility of increasing police presence on the campus and at offsite locations during the evening and weekend.⁶⁶

EVALUATION

We believe this standard is met. The college maintains sufficient reserves and insurance policies to maintain the stability of the campus. There are appropriate policies in place to reduce risk. Claims of dangerous premises and inadequate security are at acceptable levels. However, there is some concern about adequate police protection and the safety of personnel and facilities during the weekend and in the late evening and early morning hours.

PLAN

- The vice president of educational services will work with the Strategic Planning Committee and the vice chancellor of Student Services/Operations to develop a plan for augmenting police presence on the campus during the evening and weekend hours.

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III.D.2.d.

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

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DESCRIPTION

As an accredited institution, the Riverside Community College District administers financial aid based on authorization of State and Federal Agencies. Effective oversight of financial aid is ensured through this eligibility process. The campus has been granted authority to participate and disburse Title 4, state, and institutional funds. To ensure effective oversight, the Moreno Valley Campus Student Financial Services Office

- provides a list of disbursement dates and guidelines
- writes and makes available an annual consumer guide for students
- makes available all applications for students
- sends all staff to program training annually to maintain knowledge of changing rules and regulations
- writes an annual policy and procedures manual outlining all processes within the student financial services office
- works in cooperation with the following offices to assure that the funding, awarding and disbursing of funds meets all deadlines and regulations: Admissions and Records, Information Services, Auxiliary Business Services, Accounting Services, and Academic Services.⁶⁷

The Grant and Contract Services Office staff prepares grant applications and other externally funded categorical programs in accordance with the strategic plans for all RCCD institutions. Preparation of grant applications is performed within the scope of the U. S. Office of Management and Budget Circular A-133. Audits cover the entire grant operations of the district.⁶⁸

In addition, the Grant and Contract Services Office provides training and consultation in grant compliance for project directors, who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted district, state, and federal audit practices.

Externally funded programs or partially externally funded programs—such as Food Services, the Child Care Center, Customized Solutions, Performance Riverside, and Community Education—are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees.⁶⁹

Contracts and agreements developed at or by the campus are reviewed by the director of Contracts, Compliance, and Legal Services, at whose request the director of Administrative Services for the district performs additional review. The Board of Trustees sub-committees subsequently review all contracts and agreements. The Board of Trustees reviews all contracts and agreements and votes on them during scheduled public sessions.⁷⁰

The RCCD Foundation is a 501c(3) organization, established in 1975, which serves all campuses of the Riverside Community Campus District. The Foundation's mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support district and campus initiatives. A volunteer Board of Directors, comprising 25 business leaders from throughout the district service area, governs the Foundation. The board, which meets every other month, operates with an active committee structure, including a Finance Committee. This committee provides careful oversight of Foundation finances and investments, in accordance with financial policies established by the RCCD Foundation Board.⁷¹ Foundation assets are prudently invested and managed by the Finance Committee. Staff under the direction of the District Controller provide accounting functions for the Foundation. Monthly financial statements are prepared by staff for review and acceptance by the Foundation Finance Committee and Board.⁷² Investment firms provide monthly statements, and twice a year, representatives from the Foundation's investment firms meet with the Finance Committee and staff to provide investment updates.⁷³ An independent auditor audits the Foundation annually.⁷⁴

The Associated Students of Riverside Community College (ASRCC) is audited annually and found to follow prudent business standards and practices as outlined in the ASRCC Club Advisors' Guide.⁷⁵

The RCC District has created the Office of Internal Audits, which reports operationally to the Chancellor and directly to the Board of Trustees. A number of internal audits have been performed in multiple areas validating that existing practices are adequate and consistent to ensure the effective oversight of finances.⁷⁶ While there were no seriously negative audit findings, recommendations for improvement were indicated in the audits. These recommendations have been implemented or are being evaluated for implementation. Internal audit reports are presented to the Board of Trustees upon completion of the audits, and quarterly status reports are provided to the Board of Trustees regarding the status of the recommendations.⁷⁷ The internal auditor was promoted to vice chancellor of Diversity and Human Resources, so as of spring 2007 the internal auditor position is vacant.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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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.

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DESCRIPTION

The district's Auxiliary Business Services (ABS) Department oversees funds for various auxiliary entities within the district. These entities include the Associated Students of Riverside Community College (ASRCC), student club and association trust accounts, Food Services, vending commissions or contracts, and the RCCD Foundation. Organization trust account signature cards are used to verify expense requests. Each of these organizations provides program support, enhancing overall effectiveness of the district. ABS provides financial services to these organizations based upon approved standard practices, which are reviewed and audited annually by outside auditors.⁷⁸

The Board of Trustees, at the annual December organizational meeting, establishes Signature Authorization according to Education Code Sections 85232 and 85233. These Ed Code sections specify that authorization can be given to designated district administrators to sign orders drawn on district funds and notices of employment. The district requires that the Certification of Signatures form be to be filed with the Riverside County Office of Education to certify the authorization. The board has approved the following positions to sign vendor warrant orders, orders for salary payment, notices of employment, bank checks, purchase orders, and grant documents:

- chancellor
- vice chancellor of Administration and Finance
- vice chancellor of Academic Affairs
- vice chancellor of Student Services/Operations
- Associate vice chancellor of Finance
- district controller
- director of Administrative Services.

The Board of Trustees has authorized the payroll manager to sign orders for salary payment and notices of employment. The purchasing manager is authorized to sign purchase orders. The Auxiliary Business Services manager is authorized to sign vendor warrant orders, orders for salary payment, and purchase orders.

After college status is achieved for the Moreno Valley Campus, future delegation of authority will permit some disbursement of funds to occur under the authority of campus presidents and vice presidents. Additional signature authority for purchasing is approved for supervisor/managers, department chairs, deans and directors, vice presidents, and presidents. With approval at the appropriate department level, requisitions are reviewed in Budget Control, with additional controls related to grant activity provided by accounting technicians. Accounts Payable receives purchase order packets for additional review and approval.

The Grant and Contract Services Office reviews all grant applications made on behalf of the Moreno Valley Campus and its programs. Projects adhere

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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.

to the stated objectives of the strategic plan and Academic Master Plan, according to the following process. The Grant Office is given the Master Plan objectives for the district by Executive Cabinet and the chancellor. These objectives encompass areas such as basic skills, nursing education, allied health, workforce development, middle college high schools, and more. The Grant office then researches possible funding sources for these objectives. The Business Office also reviews grant requests before they are submitted.

Upon award, the Grant and Contract Services Office assists project directors to develop official documents for review by appropriate Board of Trustees subcommittees and approval by the full board in general session.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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DESCRIPTION

The integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code, and the Government Code as they relate to specific types of contracts. The director of Contracts, Compliance and Legal Services, the director of Administrative Services and the Accounting Services Department administer the district's control over contracts. The campus, however, initiates contracts and has the power to terminate contracts for convenience or cause.

Although the independent auditor does not address the use of funds relative to the mission and goals of the district and the campuses, the district does follow board policy to maintain the integrity of the institution, requiring disclosure of contracts and board approval prior to signing by the vice chancellor of Administration and Finance.

The district's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan, which were developed in alignment with the Moreno Valley Campus's mission statement.

Enrollment growth experienced since the last accreditation process suggests the need for change in the approval process to more effectively address smaller contracts. The district is studying the feasibility of delegating authority to approve contracts to appropriate administrative levels.

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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.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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DESCRIPTION

The district's Business Office responds to all audit recommendations in as timely a manner as feasible. Similarly, after consultation with the campus president, the Moreno Valley Campus vice president of business services responds through the district Business Office to all audit recommendations relevant to operations on the Moreno Valley Campus. Those recommendations that can be effectively implemented within the next audit cycle are identified and changes are implemented. The Core Operations Task Force (COTF) was formed in order to address a specific audit recommendation. Subsequent to the formation of COTF, the responsibilities of the task force expanded to address core operations in the district.

In March 2005, the Office of Internal Audits was established to evaluate and improve financial management and operational systems. To date, four internal audits have been conducted, resulting in the improvement of financial systems in the areas of Early Childhood Studies, Admissions and Records cash receipting, Associated Students trust accounts, and vendor contracts. All of these audits have been relevant to operations at the Moreno Valley Campus, as well as the other two district campuses.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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DESCRIPTION

The budget format enables all segments of the campus community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, manager, program coordinator, and academic department chair with budget responsibility can monitor actual expenditures using Galaxy. This application allows inquirers to see the budgeted amount, year-to-date expenditures, and encumbrances for each

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III.D.3

The Institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

account. Data is warehoused by the Riverside County Office of Education (RCOE) and is accessible virtually 24 hours a day, seven days a week.

A number of communications have gone out to the RCCD community advertising this access and there have been approximately 10 training sessions on how to use Galaxy view access, including one or two on the Moreno Valley Campus. Over the past year and one half, over 400 people district-wide have signed up for this access, including about 40 from Moreno Valley. Galaxy view access is obtained by a simple request to the District Finance Office.

Monthly financial reports are provided to the Board of Trustees. Campus program directors and appropriate deans oversee the expenditures for all categorical funds, especially externally funded programs and grants, and all grant expenditure reports are verified by the district controller and approved by the associate vice chancellor of Finance. The Office of Grant and Contract Services also monitors grant expenditures to ensure compliance.

Grant projects have assessments that are built into their proposals. It is up to the grant project manager to share this information with affected departments and disciplines during the program review to determine if general funds should be sought to continue the project when grant funding ends.

EVALUATION

We believe this standard is met. The program review process has evolved into one that annually evaluates program performance, and it is developing mechanisms for assessment of the effective use of financial resources to achieve programmatic goals and objectives. As suggested in III.D.2.b, fuller knowledge of the budget could promote more effective program review and strategic planning processes. The departments and some non-instructional units, through the annual program review, have a channel through which to request funding.

Grant projects are constructed so that they assess the efficacy of their work. However, they do not always connect to an appropriate program review process. Areas that are affected by the grant project should incorporate the results of these assessments into their own program reviews to evaluate the sustainability and transferability from grant funding to campus financial resource funding before the end of the grant period. This should reduce any "surprises" at the end of a grant and enable projects that are judged worthwhile by the department to have a continued source of funding. Because annual program review is in its first year, it is difficult to say whether or not grant projects are seeking continued funding through this mechanism.

Department chairs do not always have knowledge of the department budget because some have not participated in Galaxy training and cannot accurately track historical spending for patterns that would be useful for program review purposes.



PLAN

- The vice president of business services will work with the Moreno Valley Strategic Planning Committee to develop an evaluation process for budget development.
- Program reviews will incorporate the evaluation of grant projects and note when grant funding will end. A mechanism will be developed within program review to request general fund support if the department/campus deems that a project effectively contributes to student learning.
- Department chairs will be expected to get Galaxy training, so as to use budget information effectively for program review.

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- ¹ Minutes of the Board of Trustees, June 20, 2006.
 - ² Job Posting #C-829, 05/19/06: Vice President, Educational Services (Moreno Valley Campus).
 - ³ Email, 9/13, from Susan Boling, based on records in the district's Human Resources office.
 - ⁴ Accreditation Report 2001.
 - ⁵ Minutes of the Board of Trustees, June 6, 2006.
 - ⁶ Plan for Tenure Track Faculty Hiring.
 - ⁷ Job Postings, recent examples in evidence.
 - ⁸ Memorandum to Applicant regarding Foreign Transcript Evaluation, undated.
 - ⁹ Minimum Qualifications for Faculty and Administrators in California Community Colleges.
 - ¹⁰ Hiring Process for Part-Time Faculty by Department.
 - ¹¹ Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008, Article XI-D, p. 27.
 - ¹² <http://www.rcc.edu/board/policies/3099.pdf>, <http://www.rcc.edu/board/policies/4099.pdf>.
 - ¹³ Title 5, California Code of Regulations, Sections 53021-53024.
 - ¹⁴ Agreement Between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007.
 - ¹⁵ Management Handbook.
 - ¹⁶ CSEA Agreement, p. 29.
 - ¹⁷ RCCD Assessment History.
 - ¹⁸ <http://academic.rcc.edu/academicsenate/Ethics.htm>
 - ¹⁹ Classified Handbook, Management Handbook.
 - ²⁰ Administrative Unit Program Review, Background and Guidelines document.
 - ²¹ File of FT classified staff from Gina Salazar, Diversity and Human Resources Office.
 - ²² Improvement of Instruction Committee forms.
 - ²³ HR Employee Personnel Files paper, Aug. 2006.
 - ²⁴ Ed Code 87071.
 - ²⁵ Documents from sexual harassment workshops, diversity training workshops, leadership training.
 - ²⁶ Faculty, Management, and CSEA Handbooks.
 - ²⁷ Student Handbook.
 - ²⁸ Board Policy 3099/4099 (Affirmative Action/Staff Diversity/Employee Selection Procedures) – Equal Employment Opportunity and Staff Diversity Policy; Board Policy 311/4110/6110– Prohibition of Sexual Harassment; Board Policy 6200 – Non discrimination in Programs and Activities.
 - ²⁹ 2006/2007 Riverside Community College District Catalog.

 - ³⁰ FLEXtrack Reports.
 - ³¹ See <http://www.rccdfaculty.net/pages/eventmaterials.jsp> for examples.
 - ³² <http://www.opencampus.com>
 - ³³ Office of Institutional Effectiveness.
 - ³⁴ Facilities Strategic Planning Subcommittee minutes and agendas.
 - ³⁵ FEMA training notebooks: IS-00100: Introduction to Command System; and IS 00700: Introduction to Incident Management System.
 - ³⁶ Parking records, Office of the Vice President of Business Services.
 - ³⁷ Facilities Maintenance Schedule.
 - ³⁸ Physician Assistant, Dental Hygiene, Dental Assistant, and Paramedic Program accreditation requirements in documents from their accrediting bodies; Lease Agreements for March Dental Education Center and Ben Clark Training Center, and the Agreement between Riverside County Regional Medical Center and the district. Physician Assistant Education programs are required to be in partnership with a hospital. In the case of the MVC program, that affiliation is with the county hospital located 2.7 miles from campus. See the Agreement between the Riverside County Regional Medical Center and RCCD.

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- ³⁹ Transportation Survey Fall 2006, by the ASRCC-Moreno Valley Campus, based on approximately 760 responses from 2500 surveys distributed. Percentages total over 100 percent because some respondents may have marked more than one option.
- ⁴⁰ RTA Ride Guide, September 10, 2006.
- ⁴¹ Prioritized capital outlay lists; prioritized faculty position lists; MV Strategic Planning Committee and subcommittee meeting minutes reflect concerns brought forward by faculty members, staff, or students on physical resources; Occupational Advisory Committees Meeting minutes from Dental Hygiene, Occupational Education Advisory Committee related to building upkeep and health standards; Community Partners meeting minutes capture concerns of the community members; Discipline program reviews; Physician Assistant Program Review Process as a sample program review process.
- ⁴² Multipurpose Building Utilization Schedule.
- ⁴³ List of classrooms, equipment, and internet connectedness.
- ⁴⁴ Letter of Award to RCC, Moreno Valley Campus.
- ⁴⁵ Information Services Surveys.
- ⁴⁶ RCCD Vision and Goals, p. 2, College Catalog.
- ⁴⁷ RCCD website, Board of Trustees link.
- ⁴⁸ Board agendas that show budget projection.
- ⁴⁹ Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.
- ⁵⁰ Audit reports.
- ⁵¹ Chancellor's Office Website – Budget and Accounting Manual, http://www.cccco.edu/divisions/cfp/fiscal/standards/budget_and_accounting_page.htm); Budget and Accounting Manual. <http://10.10.213.236:8080/C11/Finance/default.aspx>.
- ⁵² Budget Request form.
- ⁵³ Accreditation Website - Purchasing Procedures, <http://10.10.213.236:8080/C11/Finance/default.aspx>
- ⁵⁴ Accreditation Website – Monthly Financial Reports, Quarterly Financial Reports, Annual Report to State Chancellor, <http://10.10.213.236:8080/C11/Finance/default.aspx>
- ⁵⁵ <http://www.rcc.edu/administration/academicaffairs/accreditation.cfm>
- ⁵⁶ 2006-2007 Annual Budget Document.
- ⁵⁷ 2005-2006 Annual Report to the State Chancellor's Office.
- ⁵⁸ Annual Audit Report.
- ⁵⁹ Board Agenda, Sept. 12, 2006.
- ⁶⁰ Sample of a Galaxy Report.
- ⁶¹ Moreno Valley Campus Accreditation Survey.
- ⁶² Audit Report, Self-Insurance Analysis Mid-year Analysis, Feb. 2006.
- ⁶³ Claims History and Safety Training Records for Health programs at MVC.
- ⁶⁴ District Insurance Policies.
- ⁶⁵ Claims History.
- ⁶⁶ MVSPC minutes .
- ⁶⁷ Fiscal Operations Report and Application to Participate (FISAP) 2005-06; Program Participation Agreement for Cal Grant Program; Re-certification to participate in Title IV. Completed BFAP form number three; External audit reports.
- ⁶⁸ Grant applications and audit reports.
- ⁶⁹ Audit reports.
- ⁷⁰ Board of Trustees Agendas.
- ⁷¹ Foundation Board Policies.
- ⁷² Foundation Board Monthly Financial Highlights.
- ⁷³ Foundation Board Finance Committee Minutes.
- ⁷⁴ Foundation Board Audit reports.
- ⁷⁵ ASRCC Club Advisors' Guide.
- ⁷⁶ Internal Audit Reports.
- ⁷⁷ Internal Audit Reports.
- ⁷⁸ Audit report.

STANDARD IV: Leadership and Governance



Standard IV.

Coordinating Chair: **Cordell Briggs**, Associate Professor, English

IV. Leadership and Governance

Cordell Briggs, Chair, Associate Professor, English
Ignacio Alvarez, Educational Advisor, Assessment Center
Doug Beckstrom, Associate Professor, Dental Technology, and Academic Senate President
Lauren Bishop, Student
Catherine Blair, Student
Nickolas Burciaga, Student
Dan Clark, Associate Professor, English
Diane Conrad, Associate Professor, Speech Communications
Lisa Conyers, Vice President of Educational Services
Travis Gibbs, Associate Professor, Psychology
Lisa Hausladen, Instructor, Medical Assisting
Irving Hendrick, Interim President
Marilyn Heyde, Instructor, Dental Hygiene
Cheryl Honore, Associate Professor, Accounting
Shufen Huang, Assistant Professor, Mathematics
Tremann Humphrey, Student
Susan Ingham, Associate Professor, English
Ellen Lipkin, Associate Professor, Microbiology
Ann Pfeifle, Assistant Professor, History
Sheila Pisa, Associate Professor, Mathematics
Gustavo Segura, Instructional Media/Broadcast Coordinator, and CSEA President
Sal Soto, Instructor, Counseling
Eric Thompson, Instructor, Sociology

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

INTRODUCTION

The Moreno Valley Campus began operation in 1991 as an academic center of Riverside Community College. From the outset, the campus administration and faculty came together to discuss institutional values and goals, thereby creating a collaborative climate of decision-making. Because the Moreno Valley Campus is in the process of becoming an independent college, its governance structure is taking shape and evolving continuously. It is therefore important to review the history and the evolution of decision-making processes on the Moreno Valley Campus in order to show the campus's commitment to empowering all facets of the college community in its governance formation.

1991- 2000: Campus Begins to Implement the Strategic Planning Model

As a center within a college, the campus was initially dependent upon the one-college district structure with a single mission statement. The campus administrative leadership consisted of a campus provost who reported to the college president and a dean of instruction who reported to the provost. A dean of student services position was added in 1997, also reporting to the provost. Both deans had "dotted-line" reporting relationships to their respective district administrators in Riverside—the vice president of academic affairs and the vice president of student services. The facilities manager reported directly to the district's facilities director. The District Academic Senate held its meetings in Riverside. Until the establishment of campus departments at Moreno Valley and Norco, academic department representatives on the Academic Senate may or may not have had teaching assignments at Moreno Valley. Once the campus departments were established, the representation structure was changed to include one representative from each department. Thus, the Moreno Valley Campus was guaranteed to have some representation on that body, even as the largest share of representatives came from the Riverside Campus. The District Academic Senate had standing committees in Curriculum, Academic Standards, Legislation and Finance, and Professional Growth and Sabbatical Leave, none of which was guaranteed to have representation from all three campuses.

As an entity of the Riverside Community College District, the Moreno Valley Campus has empowered its faculty, staff, and students through the institution's planning committee, initially named the Moreno Valley Site Committee. Led by the campus provost and a faculty member, the Site

Committee was originally formed to design our Phase II building plan and approve secondary effect changes to Phase I facilities. However, the committee's charge expanded to include planning for student services and innovative academic programs, such as the Community Interpretation Program and the Physician Assistant Program. From the beginning, students too were included in shaping a culture of collaboration, both on campus and through the District Student Academic Senate. The student provost and representative members participated in campus activities and on committees, and contributed to making such decisions as identifying the college's official colors (teal and white) and providing a cover for the Tigers' Den patio.

Departments, previously district wide, were restructured to become campus based in the fall of 1999, when an ad-hoc campus faculty committee was formed to discuss different academic department configurations. After much discussion, three multi-disciplinary departments were formed at the Moreno Valley Campus. Each department determined a system of chairs and assistant chairs. Meanwhile, the Faculty Association and the administration negotiated contract provisions providing faculty reassigned time for chairs and assistant chairs, who develop class schedules as well as hire and evaluate part-time faculty. With department chairs now officially in place at Moreno Valley, the request for and prioritization of new full-time faculty positions, including the recruitment and selection of the new colleagues, would now be carried out locally. The founding of our academic departments marked the emergence from district-based direction to campus-based, locally responsive shared governance.

2001- 2005: Beginning the Move to Three Independent Colleges and Strategic Planning

Preparation for our three-college model, and a recommendation to the district by the Accrediting Commission for Community and Junior Colleges (ACCJC) in 2001, served as the catalysts for the development of a college-wide strategic planning process.¹ The district initiated a comprehensive approach to planning, a process which involved the following aspects:

- development of the planning principles and the evolution of a planning culture (2001-2004), including the adoption of the learner-centered curriculum and the Board of Trustees' resolution to maintain the district-wide one curriculum model²
- development of a district Strategic Planning Executive Committee (SPEC) in 2001, comprised of equal representation from each campus as well as district administrators
- foundational work to develop a new process of program review that links both discipline and departmental program reviews to the strategic planning process and the update of the Academic Master Plan.³

The campus-based Academic Planning Council, consisting of department chairs and the dean of instruction, was developed with the charge of ranking campus needs for full-time faculty hires, prioritizing equipment and facilities requests, and addressing other departmental or programmatic needs.⁴

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IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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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

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CURRENT INSTITUTIONAL LEADERSHIP ENVIRONMENT AND CAMPUS PARTICIPATIVE PROCESSES

The decision-making process at the Moreno Valley Campus involves a complex relationship between both district-wide and local committees, with participation from faculty, administration, staff, and students. There are five faculty-run, multi-disciplinary academic departments, each using the instructional program-review process. The member disciplines in each department, to determine fundamental needs related to the campus's mission and its commitment to student learning, complete this review. The departments are

- Math, Science and Physical Education
- Communications
- Business and Computer Information Systems
- Humanities and Social Sciences (includes Counseling)
- Health, Human, and Public Services.

Other campus bodies include

- Academic Senate
- Moreno Valley Strategic Planning Committee (MVSPC)
- The Academic Planning Council
- Moreno Valley Campus Management Council
- President's Cabinet
- Associated Students of Riverside Community College-Moreno Valley (ASRCC-MV).

The Senate, the ASRCC-MV, and the MVSPC have district components as well. Bargaining units that represent district personnel are the Faculty Association (CCA/CTA/NEA) and the California School Employees Association (CSEA).

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DESCRIPTION

Each of the five multi-disciplinary departments convenes monthly to discuss departmental business, including identification of their programmatic, facilities, personnel, and equipment needs.⁵ Similarly, student services programs identify needs through a program review process designed for student services programs and services.⁶ A comprehensive discipline-based program review—discussed in greater detail under Standard II.A—occurs on a four-year cycle. Our self-examination process by discipline is critical to maintaining a unified, district-wide curriculum. In order to supplement the discipline-based reviews with a more campus-based, ongoing process, the district Program Review Committee developed a new annual departmental program review.⁷ Begun in fall 2006, this process requires every campus unit (program or discipline) to complete a self-study that analyzes trends, ranks

policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

faculty and staff hiring needs, and presents its equipment and facility needs for the future. The unit reviews are incorporated, by the department chair, into the departmental program review. This annual report also includes an update on discipline or subject area assessment activities and results, which helps provide a rationale for the identified needs of each discipline and program.

The Academic Senate was created on the Moreno Valley campus following the development of a constitution and by-laws, which were ratified by the faculty in September 2005.⁸ Each of the five departments has at least one representative or has the number of senators equaling 15 percent (to the nearest whole integer) of the tenure-track positions within that department. Departments are responsible for conducting nominations and elections for departmental senators in the spring semester. The president is elected at large, and the vice president and secretary-treasurer are elected from among the senators. One part-time senator, one senator-at-large, and one student representative round out the senate membership. This body represents the Moreno Valley faculty in making recommendations to the Board of Trustees concerning policies and procedures related to academic and professional matters. The campus senate president serves on the District Academic Senate which moves on district matters, especially issues involving the district commitment to one curriculum. The campus faculty elects one representative each to the district Committee on Academic Standards and the district Committee on Professional Growth and Academic Leave. And each department elects a representative to the district-wide Curriculum Committee.

Committed to keeping program review and a learner-centered curriculum at the heart of the planning process, the campus formed the Moreno Valley Strategic Planning Committee (MVSPC) in May 2004. The MVSPC has nine subcommittees which were formed to align with the accreditation standards:

1. Financial Resources
2. Human Resources
3. Instructional Programs (encompassing the Academic Planning Council -- see below)
4. Institutional Mission and Effectiveness
5. Library and Learning Support
6. Physical Resources
7. Student Support Services
8. Technology
9. Leadership and Governance

Every full-time faculty, staff, and manager serves on at least one of the subcommittees. The Student Senate sends representatives, and administrators may attend subcommittee meetings in an advisory capacity. The subcommittees make recommendations to the MVSPC which votes on whether to forward these recommendations to the campus administrators and the District Strategic Planning Committee (DSPC) for approval.

The Academic Planning Council (APC), which is required to meet monthly, generally meets every two weeks and consists of the dean of instruction and the faculty department chairs. Assistant chairs may form part of the council at

the dean's discretion. The APC addresses strategic enrollment management and acts as a conduit between the departments and the campus administration. The Academic Planning Council along with the inter-departmental specialists (IDS's) form the Instructional Programs Subcommittee of the MVSPC, thus linking the departmental program review process to strategic planning for the campus.

Short- and long-range goals were gathered in spring 2005 by the faculty department chairs under the direction of the district Office of Academic Affairs to update the Academic Master Plan from a campus-based perspective.⁹

In spring 2006, the campus administrative structure began to change. The campus provost title was changed to president. The president convenes the Moreno Valley Management Council monthly, attended by the

- vice president of educational services
- vice president of business services
- dean of instruction
- dean of student services
- dean of health sciences
- dean of Public Safety Education and Training
- assistant dean of library and learning resources
- director of public relations
- director of Title V
- director of plant operations.

The president and the two campus vice presidents convene twice a month for cabinet meetings. The vice president of educational services meets weekly with the four campus deans, and the assistant dean of library and learning resources. The director of Title V, although reporting to the president, also attends these meetings for informational purposes. As the campus's chief academic officer, the vice president of educational services (VPES) regularly attends senate meetings; other campus administrators often attend as well.

There is only one direct, official reporting line to the district administration: from the president of the campus to the district chancellor. In practice, the campus maintains a variety of reporting relationships within the district. The vice president of business services consults with counterparts at the other two campuses and with the district vice chancellor of administration and finance. The campus dean of student services reports officially to the campus vice president of educational services. But since some student services are under the supervision of the district, the dean of student services also coordinates with the district Office of the Vice Chancellor of Student Services and Operations. The district vice chancellor of academic affairs convenes the district Academic Cabinet every two weeks. This committee consists of the vice presidents of educational services from Moreno Valley and Norco, the vice president of academic affairs from Riverside, the associate vice chancellors in academic affairs, the deans of instruction from all three campuses, and other administrative personnel.

Associated Students of Riverside Community College, established under Title V-V of the California Code of Regulations, satisfies the right of students to participate effectively in college governance. The students have a student senate, the Associated Students of Riverside Community College – Moreno Valley. The ASRCC-MV is also part of a district student senate, the ASRCCD. ASRCCD representatives are non-voting members of the Board of Trustees, Curriculum Committee, Moreno Valley Academic Senate, Moreno Valley Strategic Planning Committee, and other committees, including accreditation subcommittees. Through these affiliations, students are able to express concerns and make suggestions for improving practices, programs, and services.

The Faculty and Staff Associations, the CCA/CTA/NEA and CSEA, deal with matters that relate to working conditions and create district-wide contracts. These associations receive information and suggestions from campus representatives and function as contacts for shaping future contract decisions, as reporters to departments or constituents on Association business, as members of Board of Trustees committees, and as initial contacts in grievance matters.¹⁰ The contracts, negotiated every three years, cover items such as hours of work, evaluation procedures, work-year calendar, grievance procedures, and salary.¹¹ The Faculty Association seeks broad participation in items to be negotiated. For example, in both spring and fall of 2006, the association surveyed faculty regarding the contract articles they wished to have negotiated.

The classified staff participate on the Classified and Confidential Staff Development Committee, which aims "to provide programs which enable all classified staff to maintain and improve their job-related knowledge and skills in the technical aspects of their individual and collective job responsibilities, to encourage employees to participate in district-provided staff development programs, and to review and process applications for staff development funding."¹² Membership includes five to seven classified employees from a variety of classified employee areas.

EVALUATION

We believe this standard is met. The Moreno Valley Campus excels in creating an environment for empowerment, programmatic innovation, and continued work toward institutional excellence. Staff, faculty, administrators, and students are regularly asked to participate in discussions on improving practices, programs, and services in which they are involved.

Although administrators, faculty, staff, and students have met monthly to work on the Strategic Planning model, it is still in its developing stages. Recommendations on the number and types of full-time faculty hires, on purchases of equipment, and on other academic resource allocations still usually travel directly from the Academic Planning Council and other managers directly to the administration, without being routed through the Strategic Planning Committee.

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IV.A.2.

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

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.

PLAN

- The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships.
-

DESCRIPTION

The roles in institutional governance and their impact on institutional policies have been described in Standard IV.A.1. Some bodies have written policies and procedures: The Academic Senate, Faculty Association, CSEA, and ASRCC have written constitutions and by-laws. The Moreno Valley Strategic Planning Committee has an implemented system of representation from all facets of the college community—staff, administration, faculty, and students—and an adopted protocol for voting on matters brought to the committee, but it has no written constitution and no by-laws governing interaction among subcommittees.¹³

The president of the Moreno Valley Academic Senate serves on the District Academic Senate, which meets monthly with district leadership and district academic standing committees. The senate president serves as a member of the standing committees of the Board of Trustees and reports monthly at the Board of Trustee’s meetings.

Moreno Valley administrators serve on the district’s standing committees, ad hoc committees, and task forces. Staff representatives serve on the Board of Trustees standing committees and multiple district committees, advising on budget and academic matters.

EVALUATION

We believe these standards are met. We meet them insofar as representation from all constituencies of the college community ensures access to decision-making, and some governance roles are clearly defined. However, the roles for the strategic planning committee structure are still developing—particularly linkages between program review and the Moreno Valley Strategic Planning Committee.

PLAN

- The campus governing bodies will dialogue and develop a formal document describing the relationships and processes amongst the subcommittees of Moreno Valley Strategic Planning Committee.

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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.

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DESCRIPTION

Maintaining a common core transfer curriculum across the district, sanctioned by the Board of Trustees in policy Resolution No. 25-02/03, requires monitoring by three standing committees of the District Academic Senate: Assessment, Curriculum, and Program Review. Moreno Valley faculty serve on all three of these district committees.

Riverside Community College District has existing procedures for both review of existing programs and initiation of new programs.¹⁴ The existing program review process, described in more detail in Standard II, relies on discipline faculty from across the district to work with the assessment and program review committees to assess programs and articulate resource needs, at both the college and district level. A fundamental part of instructional program review is the review and updating of all course outlines, which are submitted to the district Curriculum Committee for review and approval as required. There is a similar process for Student Services program review, and student service departments hold regular district-wide retreats to discuss their program reviews and service area outcomes.¹⁵

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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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.

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DESCRIPTION

The Board of Trustees communicates with faculty, staff and students through its subcommittee structure (also mentioned in Standard IV.A.1, and described in greater detail in Standard IV.B). The Academic Senate, ASRCC-MV, CSEA, CTA, and president's management council all have opportunities to provide input to the board by representation on one or more board subcommittees.

A culture of openness, based upon trust, at the Moreno Valley Campus allows for effective discussion of ideas among campus constituencies. The campus has a tradition of holding retreats at which faculty, administrators, and staff address issues related to the college in general and to student learning in particular.¹⁶ There is a designated college hour, Tuesdays and Thursdays from 12:50 - 1:50 PM, which full-time faculty are urged to keep open for the purpose of attending campus meetings. The vice president of educational

services also announces a weekly “open door” meeting at which all campus constituents are welcome to drop in and discuss matters of current interest, particularly those related to institutional reporting data and enrollment management. The district dean/director of Institutional Reporting and Academic Services¹⁷ has frequently attended these meetings for the purpose of discussing how to access and use the data gathered by Institutional Reporting. Faculty, staff, and administrators have frequent email discussions on academic topics, made easier by a Moreno Valley listserv. Invitations to put items on the agendas for Academic Senate and MVSPC are sent by listserv to everyone on campus with an RCCMV email address.¹⁸

EVALUATION

We believe this standard is met.

PLAN

None is needed.

DESCRIPTION

As part of the Riverside Community College District, the Moreno Valley Campus complies with Accrediting Commission standards and requirements. Anticipating the writing of this document, the campus was an active participant in the last ACCJC accreditation self-study, with campus representatives holding leadership roles. Personnel from the Moreno Valley Campus participated in the preparation of the 2004 Midterm Report that details what procedures were being implemented in response to the Accrediting Commission’s recommendations.¹⁹ In fact, the strategic planning process detailed in Standard.IV.A.1-3 is a direct result of recommendation 2 from the 2001 self-study: “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 resource planning.”²⁰ The Moreno Valley Campus leadership was responsible for the preparation of the Accreditation Eligibility Report to the Commission that signified our intent to become accredited as a college. In fall 2005, the campus accreditation co-chairs and other RCCD representatives participated in an ACCJC regional meeting held in Glendale, California; participants discussed the fundamental importance of developing district-wide general education student learning outcomes.²¹ Today, those outcomes hang in every classroom on the Moreno Valley Campus. In addition, persons from our campus and from the district have been active participants in other ACCJC workshops and on accreditation teams.

Campus discussions on accreditation standards were facilitated through face-to-face workshops and online discussion boards. Beginning in the spring of 2006 the WebCT course tool was used regularly as a means of exchanging

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.

information, ideas and dialogue. All strategic planning subcommittee members were given log-ins to assist in obtaining broad input for the document.²² During fall semester 2006, the Accreditation Committee held weekly meetings with faculty participation from the accreditation subcommittees, and committee members were invited to join via email listserv.²³ A district website provides information associated with the accreditation process, including organizational structure, evidentiary documents, and the latest version of the self-study. This website is intended to be an ongoing document of the entire self-study process as it unfolds over the self-study period.

The Moreno Valley Campus has embraced both the letter and the spirit of the new standards. Furthermore, as part of Riverside Community College District, the campus has met and/or exceeded all of the recommendations made by the previous (2001) accreditation visiting team.

EVALUATION

We believe this standard is met. As participants have gained familiarity and confidence with electronic modes of communication, the campus anticipates continued use of electronic dialogue as a means of communication for faculty and staff. Although we already use phones, email, teleconferencing, and WebCT to a degree, access continues to be an obstacle for some users of these technologies, especially with WebCT and teleconferencing. It is hoped that these issues will be addressed—both through faculty training and user-friendly adjustments to access procedures.

PLAN

- The Technology Subcommittee will discuss improving methods of teleconferencing.

IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTION

Riverside Community College District has undergone major revisions to its organizational structure at the district level in anticipation of the transition to a multi-college district. The current district organizational structure (see district Organization charts in the Introduction) outlines the flow of communication between all constituency groups, from the Board of Trustees and district officials to Moreno Valley Campus administrators, faculty, staff, and students.

After extensive formal and informal dialogue by all campus constituencies directed towards evaluation of the effectiveness of existing governance structures on the Moreno Valley Campus, major revisions to the organizational structure and processes have been made.

Specifically, the position of provost was redefined to that of president, and positions of vice president educational services and vice president business services were added to the organizational structure. The Ben Clark Training Center and its leadership were moved under the Moreno Valley umbrella, a dean of Instruction, dean of health sciences, and an assistant dean of library and learning support services were added to the administration.

All of these administrative changes—as well as the formation of a functioning Moreno Valley Academic Senate, the institution of strategic planning subcommittees, and the creation of the Moreno Valley Academic Planning Council—were made in response to articulated organizational needs.

Established performance evaluations are in place for managers and administrative personnel, as well as surveys to gather perceptions about the efficacy of their work.

EVALUATION

We believe this standard is met. In operation for a year, the campus Academic Senate has a written constitution and by-laws, but may need to modify its procedures and even adjust its constitution in the coming year.

Similarly, while the several strategic planning subcommittee chairs are generally successful in moving their concerns and recommendations to the committee chair and to the administration, we have yet to formalize this process or to standardize the procedure for reporting actions, although various mechanisms have been suggested.

Institutional assessment calls for three distinct areas of program review: administration, instruction, and student services. As detailed above, program reviews for instruction and student services have been developed. A process for administrative program review is in the early stages of implementation. Notably, the campus personnel perceive the need to develop a more formal process for monitoring institutional outcomes and reporting back to campus constituencies on the overall effectiveness of the institution in following through on initiatives generated by the governance and decision-making processes.

PLAN

- The administrative and faculty co-chairs of the Moreno Valley Strategic Planning Committee will begin work on establishing formal processes for evaluating governance and decision-making structures at the Moreno Valley Campus by convening a task force—including representation from the senate, CSEA, and the strategic planning subcommittees—to develop and disseminate charges and workflow for the Moreno Valley Strategic Planning subcommittees, including feedback loops.
- The Academic Senate will evaluate and update its constitution and by-laws.

- The president will deliver an annual report in writing to the Moreno Valley Strategic Planning Committee and to the Academic Senate. The report will respond to the initiatives generated by the campus governance structure and assess, with rationales, the degree to which outcomes were or were not achieved.

STANDARD IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

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

The Riverside Community College District Governing Board

The Riverside Community College District is geographically broad, covering 440 square miles, and ethnically diverse (see demographic information in the Introduction) RCCD has one governing board that is charged with the governance of all campuses within the district, holding the chancellor responsible for district administration and management.

The Board of Trustees for the Riverside Community College District consists of five publicly elected individuals. Election of board members occurs during the statewide general election and is open to anyone living in the college district that is eligible to vote. The current board's ethnic and gender makeup closely matches that of the district, and there is a non-voting student member of the board.

In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the district, the board has established four standing committees comprised of representatives from various college constituencies serving with two board members. Each committee provides a vehicle for participatory governance because staff, students and faculty are included in the membership. In addition, it is a forum for the discussion, review and deliberation of issues related to effective governance of the college (IV.B.1-4):

- Governance Committee oversees state and local governance matters, mission, institutional effectiveness, and jurisdictional issues.
- Planning Committee oversees strategies, goals, and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; and facilities-related projects.
- Resources Committee oversees issues related to human, financial, physical, technology resources; staff development and training; facilities planning and construction; information technology; capital outlay.

- Teaching and Learning Committee oversees academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month, while standing committee meetings are held on the second Tuesday of the month. Each board agenda provides for public presentation and for staff reports as appropriate. All general board and standing board committee meetings are open to the public, and board policy requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the chancellor's office and electronically on the servers for the RCCD website.

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a.

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure

DESCRIPTION

The Board of Trustees members are elected at large by voters living within the college district boundaries. As stated in the introduction to this standard, each board committee and subcommittee meeting is an open venue for the discussion, review, and deliberation of issues related to effective governance of the college. In this way the board is able to understand and reflect the public interest

Members of the Board of Trustees are not district employees and do not have a personal financial interest in the institution.²⁴ The board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation.

The Board of Trustees of a district is legally required to function only as a group. Trustees, as elected officials, are responsible for representing the interests of the communities served by the college district and should act only on that basis.²⁵

EVALUATION

We believe this standard is met. The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and administrative procedures to ensure the quality of student learning, and to protect the district from undue influence or pressure.

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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.

PLAN

None is needed.

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DESCRIPTION

The mission of the Riverside Community College District is both comprehensive and specific:

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of their students and staff and of their communities.

These goals are accomplished, in part, through the Moreno Valley Campus, which provides comprehensive programs and services in

- lower-division transfer curricula
- occupational curricula, especially in health and public services
- basic skills development
- workforce preparation.

To ensure the quality and integrity of the district's student learning programs and services, and to promote their improvement, the Board of Trustees reviews and approves the budget, all district expenditures, and district educational programs at its monthly meetings. The board relies on the

chancellor of the district, the three campus presidents, and their administrations to ensure that institutional practices reflect both board-approved policies and the mission statements of each campus.

Board of Trustees' policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district. The Curriculum Process agreement with the District Academic Senate establishes the relationship between board policy and shared governance in the areas of curriculum and program development. In addition, the board has established a series of board policies to govern support services to students.²⁶

There was considerable Board input into the development of the mission statement for the Moreno Valley campus. Board policy was not explicitly tied to the mission statement of this campus at that time, however the board was charged to support the mission and philosophy of community colleges.²⁷

EVALUATION

We believe this standard is met. Board policies are sufficient to assure consistency with the district's mission and goals. Board policies are reviewed periodically and updated and/or revised as necessary.

PLAN

None is needed.

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IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

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The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each board meeting. The reports are presented in public meetings and via written reports within the board agendas given to trustee members each month. Suggestions for improvement, if necessary, are discussed by the board in its standing sub-committees (see standard IV.A.1.a. above) and at regular Board of Trustee meetings, and communicated to the appropriate campus administrators.

Legal matters of the district are discussed in both open and closed sessions of the board. When necessary and appropriate, the board consults with legal counsel to assure the integrity of legal discussions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation, and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the Board agenda and when action is taken on an item discussed in closed session, the action must be reported out in open session.

The board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a 5-percent reserve. The board approves the yearly budget and monitors expenditures via the board packet, which includes a list of requisitions paid on a monthly basis.

EVALUATION

We believe this standard is met. The governing board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

PLAN

None is needed.

IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

The Board of Trustees has published its bylaws, policies and regulations/procedures in the RCCD Board Policy Manual. Board Policy 1015 dictates the size of the Board. The structure of the Board is stated in policy/regulation 1010. In addition Board Policy 2200 states the Board's duties and responsibilities, such as, but not limited to:

- to act as a whole to represent the communities served by the district
- to ensure the fiscal integrity of the institution
- to approve educational programs and services
- to carefully review reports from the chancellor of the district on programs and conditions of the colleges and district, to assure quality institutional planning and evaluation
- to monitor compensation and expense accounts.

These policies and regulations/procedures of the board are in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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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.

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DESCRIPTION

Board policies are reviewed periodically during board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation.

Since spring 2007 updates of board policies and procedures has been undertaken in consultation with the Community College League of California. Prior to this no formal or consistent method had been in place to determine when policies were reviewed or revised. Dates of revision ranged from 1979 to 2007. Many policies had been "patched" or updated by means of an addendum to a much older policy.

Understanding the urgent need for revision, the board engaged a CCLC consultant in the fall of 2006 to assist in a major revision of its Board Policy Manual. The District is currently in the process of updating all of its Board Policies and Regulations/Procedures to more accurately reflect the California Community College League's Model Policies and Procedures for community colleges, which are based on up-to-date laws and regulations. New sections on policies and procedures will include

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services
- Section 6 – Business & Fiscal Affairs
- Section 7 – Human Resources

It is anticipated that all policies and procedures will have been written, revised, and approved by the Board of Trustees over the next 12 to 18 months. From that point, all policies and procedures will be updated twice yearly, based on advisory information provided by the CCLC, current laws and/or necessary changes within the District.

EVALUATION

We believe this standard is met. The RCCD Board of Trustees operates in a manner compliant with state education and administration codes and consistent with its established and approved policies and bylaws.

The CCLC consultant is currently working with board members and legal staff to review all Board policies and procedures and make recommendations for revision. It is anticipated that this revision will be completed and approved by the board during 2007 and possibly early 2008. Thereafter, board policies will be reviewed and updated every six months.

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IV.B.1.f.

The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

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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.

PLAN

- The Board of Trustees will ensure that Board Policies are reviewed and updated as needed.
-

DESCRIPTION

Board Policy 2740 addresses new board member orientation on a general level—board members will attend conferences, hold workshops, and so forth. Candidates for the Board of Trustees undergo an orientation that includes an overview of the district, its history and budget, and programs. They are provided a tour of the district and discuss the role of the Academic Senate and the bargaining units.

Two board members taking office for the first time in 2007 attended the California Community College League Sacramento Conference at the end of January and participated in the League's workshops for new board members. All board members attended the Association of Community College Trustees 2007 National Legislative Summit in Washington, D.C. and participated in the advocacy efforts in support of the district and its programs.

The term of office for board members is four years and the terms are staggered to ensure continuity of membership: terms of two members expire on the first Friday in December in one even-numbered year and those of the other three members in the next succeeding even-numbered year. Board policy 1015 allows for selection of a trustee if there is a vacancy or resignation, to ensure continuity of board membership.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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DESCRIPTION

In October 2002 the Board of Trustees adopted Board Policy 1044 that outlines its self-evaluation policy. Recognizing that it has a "public trust – a fiduciary responsibility to meet the learning needs of those who might benefit from Riverside Community College District's programs in the communities it serves"—the board adopted a policy for a continuous quarterly process that should center around seven dimensions of board effectiveness:

- commitment to learners
- constituency interface
- community college system interface
- economic/political system interface
- district policy leadership
- management oversight
- process guardianship.

The board is directed to discuss the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred yearly at the spring Board Retreat, but not quarterly as directed by their policy. The policy also designates a move, over time, to more formal measures for assessment, but this has not occurred.

In April 2007 Board Policy 2745, "Board Self-Evaluation," was adopted, again clearly defining processes for self-evaluation of members of the board. The policy provides for an annual self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. Dialogue will be structured around the Board's effectiveness with regard to the seven principles outlined in the original board policy, stated above.

EVALUATION

We believe this standard is met. The RCCD Board of Trustees does have a clearly defined process for self- evaluation in Board Policy 2745. The Board will conduct its self-evaluation by a periodic review and discussion of its performance in open session.

PLAN

- The Board of Trustees will conduct annual assessments as described in their new policy.

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.

DESCRIPTION

The board maintains Board Policy 1080, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the Human Resources Office.

In the new Board Policy that is being developed, Policy #2715, "Code of Ethics/Standards of Practice," specifically defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of the policy. Board Policy #3050 also establishes an "Institutional Code of Ethics."

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.1.i.

The governing board is informed about and involved in the accreditation process.

DESCRIPTION

The Board of Trustees has been informed about the progress on accreditation through written and oral presentations at their meetings. They have supported the process and committed to an accurate self-study.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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

DESCRIPTION

Board Policy/Procedure 2435 clearly defines the evaluation process for the chancellor and lays out the format and the topics the evaluation should cover. The evaluation consists of an oral presentation summarizing his/her achievements and goals. The chancellor and the board may discuss any of the following topics:

- committees
- financial information
- new programs or major refocusing of existing programs
- student services
- chancellor and staff relationships
- trustee and chancellor relationships
- other.

administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

The board is charged with the governance of all campuses in the district, holding the chancellor responsible for district administration and management.²⁸

The first chancellor of the district, appointed to that position in 2002, announced his intention to retire in July 2006; accordingly, the Board of Trustees hired Korn/Ferry Associates to establish search criteria and to publicize the open chancellor's position for Riverside Community College District. The application period for this position closed in December 2006. Interviews conducted during winter 2007 by the Board of Trustees in closed session meetings resulted in the selection of three candidates for chancellor. All interested constituencies at the district and campus level vetted these candidates in March 2007 through a process of community, district, and campus meetings with faculty, administrators, staff, and students as well as members of the communities served by the RCC District. None of the three candidates was able to garner substantial support from constituencies that provide input to the board, which subsequently decided to select an internal candidate as an interim chancellor and continue the search at a later date.

New policies, approved by the board in April 2007, relate to the chancellor's selection and evaluation. Board Policy 2431, "Chancellor Selection," states that "in the case of a Chancellor vacancy, the board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations." Board Policy 2430, "Delegation of Authority to the Chancellor," defines the duties and responsibilities of the chancellor. The Board conducts annual evaluations of the chancellor as specified in Board Policy 2435, "Evaluation of Chancellor"; these evaluations are conducted in closed session.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTION

The president serves as the chief executive officer of the Moreno Valley Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Moreno Valley Campus. The president provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and in assessing institutional effectiveness. He assigns responsibility to his team of administrators and managers consistent with their assigned responsibilities.

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the campus; and to communicate those values, goals, and priorities to all constituencies on the campus. He is responsible for effectively controlling the budget and expenditures, and for working with the community.

The president communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing subcommittee meetings. He coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Executive Committee, District Budget Bunch, and District Strategic Planning Committee meetings.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.2.a.

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

As stated in the position description, the president of the Moreno Valley Campus is the chief executive officer of the campus and, as such, has the ultimate responsibility for academic and financial decisions.²⁹ However, functional responsibility resides with the campus vice presidents: the vice president of educational services coordinates decision making processes for academic matters, and the vice president of business services coordinates decision making processes for financial matters. The two vice president positions were created in the 2006/07 academic year specifically to meet growth and to establish the necessary administrative structure for the shift to college status. The president meets regularly with the vice presidents to coordinate policies, procedures, goals, and actions. Additionally, the president chairs the Moreno Valley Campus Management Council, a body that includes the vice presidents, deans, and other managers (see IV.A.1). The president reports to the district chancellor and attends meetings of the chancellor's Executive Cabinet, the Budget Bunch, and the district Strategic Planning Executive Committee (SPEC). The president also communicates with the Board of Trustees by attending meetings of the board and its subcommittees.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities.
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student-learning outcomes.
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

.....

DESCRIPTION

The campus president maintains an open-door policy and is accessible to the faculty, staff, and students. Through participation on the Moreno Valley Strategic Planning Committee, through attendance at campus Academic Senate meetings, and through the establishment of the campus's bi-weekly Management Council meetings, the president has established a pattern of collegial exchange on our campus.

In response to Recommendation 2 from the AACJC's communication with Riverside Community College following its last accreditation,³⁰ the Moreno Valley Campus has formed the Moreno Valley Strategic Planning Committee (MVSPC) in order to integrate planning and resource allocation with program review. In the spirit—and actual practice—of shared governance, most major goal setting and resource allocations are to occur through the Strategic Planning Committee and its nine subcommittees. Planning is theoretically linked to the program review process, which involves evaluation of the various campus departments by analysis of external and internal conditions. The president of the Moreno Valley Campus is a member of the MVSPC and brings the recommendations of the committee to the district SPEC, where he acts as an advocate for programs and services at the Moreno Valley Campus.

EVALUATION

We believe this standard is met. The president oversees and guides the institution in its efforts to improve teaching and learning. As discussed in IV.A.5 above, a more clearly articulated integration of resource planning to educational planning is desirable.

PLAN

No further plan is needed; see IV.A.5 for the plan for a president's annual report that explains the relation between educational plans and institutional follow-through.

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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.

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DESCRIPTION

The president has overall responsibility to know and understand all statutes, regulations, and board policies, to assure their consistency with institutional mission and policies, and to communicate to the Moreno Valley Campus staff, faculty, administrators, and students all important and pertinent regulatory information. Through participation in Board of Trustees and other meetings mentioned in Standard IV.B.2.a, the president stays informed about state regulations, board policies, and institutional practices. Institutional mission is a prime consideration in the establishment of new programs, especially given our commitment to programs in the allied health areas.

The president is responsible for communicating his knowledge about policies and practices to other appropriate officers of the administration, as well as to the president of the Academic Senate and co-chairs of the Strategic Planning Committee.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

IV.B.2.d.

The president effectively controls budget and expenditures.

DESCRIPTION

The president is responsible for (1) obtaining an adequate budget to allow the Moreno Valley Campus to meet its mission, (2) appropriately allocating the budget, (3) educating management, staff and faculty in how to properly spend and account for expenditures, and (4) overseeing the expenditure of funds.

The campus budget is currently developed by the president, in close cooperation with the two vice presidents, following submission of budget projections and requests from all segments of the campus. These requests are analyzed, in increasing collaboration with the strategic planning process, and submitted to the chancellor or his designee (currently the vice chancellor of administration and finance) for consideration and recommendation to the Board of Trustees. As a matter of procedure, the vice chancellor of administration and finance brings budget requests to a council (the "Budget Bunch") composed of all campus presidents, chief campus budget officers, and the most senior officers of his own staff for establishing system-wide funding priorities.

The president controls discretionary spending from category to category; the vice president of business services has functional responsibility for the budget, in communication with the district associate vice chancellor of finance. The president meets regularly with the vice president of business services, the vice president of educational services, and other area managers to discuss budget needs and determine how to best allocate the college's funds. There is no history of budget development with campus faculty bodies, including the Moreno Valley Strategic Planning Committee. Specific administrators have line item responsibility in their areas. Academic departments have designated budgets which are administered by the dean of instruction and which are fairly fluid—allowing funds to be transferred from one department to another as needed.

EVALUATION

We believe this standard is met. At this time, the lines between district budget and individual campus funding are not completely delineated. The campus governing bodies should be more involved in the development of the budget.

<p>.....</p> <p>IV.B.2.e.</p> <p>The president works and communicates effectively with the communities served by the institution.</p>	<p>PLAN</p> <ul style="list-style-type: none"> The president will continue to work with district management, the Moreno Valley Strategic Planning Committee and the vice president of business services to develop the Moreno Valley Campus budget. <p>.....</p> <p>DESCRIPTION</p> <p>The president of the Moreno Valley Campus convenes the Community Partners, an advisory and advocacy group that is composed of city and educational leaders, and which meets three times per year. The mission of the Moreno Valley Campus Community Partners is "To establish communication between the community and the college campus and to assist the college in responding to the economic, social and educational needs of the community."³¹ Projects resulting from this partnership include the campus's planned amphitheatre and the city park on campus land. The current president is also a member of the Moreno Valley Chamber of Commerce and the Student of the Month Club for both the Val Verde and Moreno Valley Unified School Districts. Additionally, the president meets with a specialized, community-based, Health Sciences Advisory Committee for the purpose of gaining community support for the various specialized campus programs in the health sciences. This body also meets three times a year and as needed.</p> <p>EVALUATION</p> <p>We believe this standard is met.</p> <p>PLAN</p> <p>None is needed.</p>
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IV.B.3.

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

<p>IV.B.3.a.</p> <p>The district/system clearly delineates and communicates the operational responsibilities and functions of the district/</p>	<p>DESCRIPTION</p> <p>A series of district/college organization charts was prepared and presented to the Board of Trustees in fall 2006; the charts identify new positions and show newly established lines of authority and responsibility. Responding to their changing roles as facilitators of district strategic planning and management</p>
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system from those of the colleges and consistently adheres to this delineation in practice.

processes, and to distinguish more clearly their own operational responsibilities and functions from those belonging to the campuses, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside Campus.

As part of this considerable effort to delineate district and campus functions, roles, and responsibilities, the district began developing a series of "Functions Maps" in fall 2006. These maps show, in matrix format, the district and college responsibilities in the following areas:

- Function 1 - Academic Affairs
- Function 2 – Administration and Finance
- Function 3 – Chancellor's Office
- Function 4 - Governance
- Function 5 – Human Resources
- Function 6 – Student Services.

These functions maps were submitted to the Chancellor's Cabinet in spring 2007 and to the Board of Trustees for review as part of this report. They distinguish the responsibilities and functions of the district office and the campuses, in order to assist in clearer delineation of their respective roles and duties and to contribute to planning for the transition to a multi-college district.

EVALUATION

We believe this standard is met. The current organizational structure still contains some areas of uncertainty regarding campus and district functions. The district's updated organization charts and newly created functions maps clearly define the operational responsibilities of all district constituencies in an easy-to-understand format. It is assumed that these maps will need to be adjusted as they are tried and tested. The administrative program review process will contribute to evaluating organizational structure and support functions.

PLAN

- No plan is needed.

.....

IV.B.3.b.

The district/system provides effective services that support the colleges in their missions and functions.

.....

DESCRIPTION

The Riverside Community College District provides several essential services for all three campuses. Budgets for these services are the responsibility of district personnel, not the individual campuses. Varying degrees of support are provided in each area depending upon the needs and requests of the campus, as well as upon resources available.

The following is a list of services that the district provides directly to the three

campuses, including the Moreno Valley Campus:

- community education services
- economic development programs
- human resources
- information services
- institutional reporting
- online class set-up, delivery, and technical assistance (Open Campus)
- academic web services for faculty, disciplines and departments
- professional development delivered via 4faculty.org
- phone and network services
- purchasing and payroll
- warehousing, inventory control, and delivery
- workforce development
- institutional research, including environmental scans
- facilitation of program review processes and documents including assistance with outcomes assessment
- assistance with publications including the class schedule, student handbook, online faculty handbook and faculty survival guide
- college safety and police
- assistance with grant application and management.

The district also shares responsibility with the Moreno Valley Campus for other services:

- admissions and records archiving-recordkeeping
- business services
- child development center
- computing services
- enrollment management
- facilities support
- student services
- strategic planning.

The implementation of effective services by the district has supported the growing campuses in their missions and functions while Norco and Moreno Valley were still educational centers, but services are undergoing a period of redefinition and restructuring as the district moves to multi-college status. The district seeks to benefit from economies of scale where possible, while maintaining a focus on service to the future three colleges.

EVALUATION

We believe this standard is met.

PLAN

- Area managers will evaluate all support services through the non-instructional program review to ensure that campuses are adequately supported in their mission and operations.

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IV.B.3.c.

The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

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DESCRIPTION

A detailed overview of the budgetary process for the Riverside Community College District is given in Standard III.D.1. The district provides the Moreno Valley Campus funding for "necessary operations costs," which include the cost of all full-time instructors, staff, and administrators. The Moreno Valley Campus receives a base budget and has the opportunity to request additional resources, based on identified needs, during each budget development cycle. The part-time faculty and overload budgets were allocated to each campus in 06-07, a change from prior years.

Distribution of funding among the campuses is based on the actual operating costs of the preceding year. Campuses request additional funds, and allocations are based on those requests. Most units have discretionary funds for such uses as supplies and conferences; the Moreno Valley president was allocated a \$40,000 discretionary budget in FY 06-07. Budgets are based on previous year allocations, and the need to expand in designated areas is identified cooperatively by the Moreno Valley administration and the Moreno Valley Strategic Planning Committee (via its subcommittee, the Academic Planning Council). Each year, the district Office of Administration and Finance distributes budget worksheets so that departments can request additional budget allowances and justify them. In addition, Administration and Finance distributes forms for requesting equipment and new positions. The campus president and the vice president of business services represent the Moreno Valley Campus on the Budget Bunch committee, which decides budgetary matters, especially regarding discretionary funds.

The voting constituents from the Riverside Community College District approved a \$350 million bond measure in November 2004. In the months before the election, Evans-McDonough, Inc. conducted a survey to develop a list of projects that the Moreno Valley community desired for the campus. This list was published in the Statement of Votes that accompanied the ballot and included the following: provide permanent classrooms and facilities, such as a health technology center, student support building, science and technology labs, and buildings for job training and college transfer counseling; upgrade technology infrastructure; and alternative-energy cogeneration plant.³² The campus was then asked to prioritize its needs with this list in mind. A project that has received Measure C funding and is complete is the Early Childhood Education Center. In the planning stages are a health sciences building that will contain labs for the sciences, and a Network Operation Center to improve our technology infrastructure.

EVALUATION

We believe this standard is met. The district has hired a consulting group, the Maas Companies, Inc., to assist the Moreno Valley Campus with the development of a Long Range Educational Plan, including an update of the Moreno Valley Campus Facilities Master Plan. The Educational Master Plan

will be based upon information from the Moreno Valley Academic Master Plan as well as other data, such as an external scan and demographic data. It will provide useful information needed to support a campus-based resource allocation model as well as the Moreno Valley Campus Facilities Master Plan. Both plans are expected to be in final form by the end of 2007.

With regard to budget allocation and use of financial resources in the district, the starting point for the new budget each year is the Revised Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative associate/assistant vice chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district. Among the issues under review is the Budget Allocation Model.

In the spring of 2007, a new Budget Allocation Model (BAM) and a Mid-Range Financial Model will be developed to assist in allocating resources to campuses and district offices as well as to assist in planning for the effects of new programs and initiatives on district and campus resources. Development of the BAM will involve representatives from the campus, particularly the new campus vice presidents of Business Services. The BAM is designed to be more sensitive to planning activities at the campus level.

Historically, in a one-college, multiple-site environment, budgeting occurred centrally and largely separated from the district's three major campuses. Therefore, quite understandably, Moreno Valley constituencies have often found that the budgeting process mysterious; this can lead to misimpressions about its equitability. Hopefully, the development of the Budget Allocation Model will resolve this issue.

PLAN

- In order to ensure that resources are available to support anticipated growth and development, the vice president of business services will monitor district budget allocations as part of his report back to the Financial Resources Subcommittee.

IV.B.3.d.

The district/system effectively controls its expenditures.

DESCRIPTION

Based on input from the campuses and Budget Bunch members, the annual budget is prepared by the district Business Office and gives a broad overview of district expenditures. The annual budget is then brought to the Finance and Audit Board Subcommittee for review and then to the following Board of Trustees meeting for approval. Actual monthly expenditures of the district appear in the Board Agenda, which is distributed in print to the Board of

Trustees, various college administrators, Academic Senate Presidents, and the Faculty Association President at least five days prior to the board meeting. The Board Agenda also appears online for public scrutiny.

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. Standard III.D details this procedure.

This openness regarding budgetary matters contributes to effective communication and control of the budget. In fact, the district had maintained budget reserves of over \$10 million for the past 2 years indicating a conservative, well-controlled fiscal policy.³³

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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.

DESCRIPTION

The top district management position is that of chancellor. According to Board Policy 2005, "The Chancellor's responsibilities are to serve as the executive officer of the Board in carrying out the District programs established by Board policies and other official Board actions and to serve as advisor to the Board in the development of District programs, policies, and Board actions."³⁴ Board Policy 2000 charges the district chancellor with the district's organizational structure, which is to be defined in a board-approved organizational chart showing the entire college staff and student body. The organization chart was revised in spring 2007 and submitted for board. Board Policy 2000 also states that the major duties and responsibilities of each administrative position other than that of the chancellor of the district are to be delineated in the management handbook, which is to be available through a link on the Human Resources webpage. In the job announcement (2006) for the interim president of Moreno Valley, the president is designated as the chief executive officer of the campus and, as such, has the ultimate responsibility for academic and financial decisions.

The chancellor delegates authority for administration and operation of the Moreno Valley Campus to the campus president. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the campuses. Chancellor's Cabinet meetings are also held bi-weekly. The Moreno Valley Campus president meets regularly with the Chancellor as

needed to communicate and advise on matters of importance.

EVALUATION

We believe this standard is met. The chancellor has given responsibility and authority to the campus president to implement the district's policies in a manner that is appropriate for the local campus and community, without interference in day-to-day management decisions. Likewise, the Campus president is held accountable for the budget, operation, and management of the campus. Because the management structure is new, it is anticipated that adjustments to the delineation of responsibilities for the campus president will be needed in the future.

PLAN

- None is needed.

IV.B.3.f

The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTION

The Board of Trustees is kept informed by the chancellor, who oversees four vice chancellors in the following areas:

- Administration and Finance
- Academic Affairs
- Student Services/Operations
- Diversity and Human Resources.

Each of these administrators convenes a cabinet consisting of associate vice chancellors, district deans or directors, campus presidents, and/or campus vice presidents and deans. The campus representation helps to ensure that the district provides support and fair distribution of resources to make the college operations successful.

Communication between the district and the colleges is maintained through several district-wide standing committees. The Chancellor's Executive Cabinet meets weekly to discuss and assign responsibility for carrying forth district policies and dealing with salient district-wide issues. Chaired by the chancellor, the Executive Cabinet includes the three campus presidents, the vice chancellors identified above, and the associate vice chancellor of public affairs & institutional advancement. In addition, the same membership is convened at least monthly by the vice chancellor of administration and finance under the informal designation of The Budget Bunch, where its business is strictly related to finances and fiscal allocation issues. Similarly, the vice chancellor of administration and finance meets with the associate vice chancellor of finance and the campus vice presidents of business services to distribute resources and implement fiscal policies in a manner agreed to in principle by the chancellor and the Executive Cabinet. The coordination of academic policy is overseen by the vice chancellor of

academic affairs, who convenes a biweekly cabinet attended by the campus vice presidents of educational services/academic affairs and selected other academic officers of the district administration and the campuses. The precise composition of these committees varies, but all provide a means of assuring that district policies are adhered to and that resources are disbursed in a fair and appropriate manner.

Communication and reports to the board are coordinated by the chancellor. Detailed reports are regularly given to the board committees.

EVALUATION

We believe this standard is met.

PLAN

None is needed.

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.

DESCRIPTION

Because RCCD is a multi-campus community college district, it is continually evaluating and developing its governance and decision-making structures. Since the last accreditation visit in 2001, a number of new procedures have been designed and implemented for evaluating decision-making processes as part of ongoing strategic planning. In just the last few years there have been significant adjustments to the organization charts and continued additions and improvements to the program review and strategic planning processes.³⁵ Outside consultants have also advised the district on its future. The McQuern Report, commissioned by the Board of Trustees and completed in June 2004, was intended 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."³⁶ The McQuern Report "suggested changes needed not only for the new district structure, but also for better operation of the current structure in advance of the split." The report was widely disseminated and is available online. Recommendations covered a broad range of topics, from Board of Trustees representation to reviews of administrative performance. Planning consultant Charles McIntyre has also been contracted—most recently in spring 2007—to conduct a detailed environmental scan and offer his expert opinion on the future of the district and its programs. Each campus has also selected consultants to assist in the development of integrated long-range educational master plans.

In addition to these efforts and as part of strategic planning, the District Strategic Planning Executive Committee developed and agreed upon Strategic Initiatives for 2005-2010. The Moreno Valley Strategic Planning Committee has responded to and interpreted those initiatives as they pertain

to the campus and district missions. The strategic initiatives identify goals for the district and campuses for 2010; progress toward these goals is tracked and reported to all relevant constituencies.

EVALUATION

We believe this standard is met. The Board of Trustees structure works well, and Board Policy is being reviewed and updated. The district has key personnel in place in the chancellor position, in finance, in academic affairs, in human resources, and in student services. The Moreno Valley Campus has taken strides to put into place key governing bodies and administrative support. The additions of the offices of campus president, vice president of educational services, and vice president of business services have provided the support necessary to begin work on a truly functional strategic planning model that is specific to our campus, that is data driven, and that will have information regarding availability of resources. This campus administrative leadership should promote greater mutual accountability and collaboration in the relationship between district administrators and campus personnel in academic, student services, and budgetary matters. In the area of budget development, some distinctive features of the shared governance process are present, but some need to be further delineated. Organization charts, updated in spring 2007 to include the campus leadership positions, have been presented to the Board of Trustees. These, along with the functions maps, make district and campus responsibilities clearer and will be revised as appropriate. The administrative program review process implemented in spring 2007 will contribute to evaluation of organizational structure and support functions.

PLAN

- Staff and management of non-instructional areas will conduct the administrative program review with the purpose of evaluating how campus and district administrative functions are working.
- The campus leadership will plan to improve on and expand the use of teleconferencing and other electronic methods of communication with district bodies.

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- ¹ Midterm Accreditation Report: Riverside Community College District, Responses to the Request of the Commission in the Action Letter, pp. 8 – 13.
 - ² Board of Trustee Resolution 25-02/03.
 - ³ Instructional Program Review: Self-Study Resource Guide, Riverside Community College District, Office of Institutional Effectiveness.
 - ⁴ Agendas from APC.
 - ⁵ Department minutes.
 - ⁶ Student Services Program Review, 2006 and 2007.
 - ⁷ Instructional Program Review: Annual Program Review Update, Riverside Community College District, Office of Institutional Effectiveness.
 - ⁸ Moreno Valley Campus/College Academic Senate Constitution and By-Laws.
 - ⁹ Riverside Community College District 2005 Academic Master Plan.
 - ¹⁰ CTA and CSEA constitutions and by-Laws.
 - ¹¹ Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA; CSEA contract.
 - ¹² Document of Riverside Community College District Classified and Confidential Staff Development Program, p. 2.
 - ¹³ MVSPC minutes, Sept. 2005.
 - ¹⁴ Program Review documents for instructional programs and student services.
 - ¹⁵ Retreat Agendas.
 - ¹⁶ Retreat Agendas.
 - ¹⁷ Email reminder from Susan Lauda re meeting, 1/17/07.
 - ¹⁸ Emails from Senate and MVSPC.
 - ¹⁹ Midterm Accreditation Report: Riverside Community College District, Participants in Report Preparation, pp. 4 – 7.
 - ²⁰ Letter from the Commission, June, 2001.
 - ²¹ Handouts from ACCJC conference at Glendale.
 - ²² Copy of WebCT Homepage.
 - ²³ Emails and attendance sheets.
 - ²⁴ The proposed language for BP 2715 which the Board will review in May 2007 requires that the board “prevent conflicts of interest and the perception of conflicts of interest.” AP 2715 goes on to state that the board should “Avoid situations that have, or appear to have, potential for personal gain or constitute a conflict of interest as defined in law, and inform the Board or Board President when a matter under consideration might involve or appear to involve such a conflict.”
 - ²⁵ Board Regulation 1010 (applicable prior to May 2007) says: “Three members present will constitute a quorum for the transaction of business, except as otherwise provided. All motions will be passed by majority vote of all the membership constituting the governing board (Ed Code 72000).”
 - ²⁶ Board Policy series 6000 (in place prior to May 2007).
 - ²⁷ In May 2007 it is anticipated that the Board will adopt a new Board Policy 1200, titled District Mission.
 - ²⁸ Board Policy 1010.
 - ²⁹ Position Description, President (Moreno Valley), June 28, 2006.
 - ³⁰ Letter from the Commission, June 2001.
 - ³¹ Riverside Community College, Moreno Valley Campus Community Partners Mission Statement.
 - ³² Full Text Ballot Proposition of the Riverside Community College District Bond Measure, March 2, 2004.
 - ³³ CCFS-311 Report 2004-05 and 2005-06.
 - ³⁴ Board Policy Manual, Board Policy 2005.
 - ³⁵ Board of Trustee Agenda 06/06/05
 - ³⁶ McQuern Report, p.1.

SELF-STUDY PLANS FOR ALL STANDARDS

MORENO VALLEY CAMPUS SELF-STUDY PLANS

The following plans are of several kinds: some address shortcomings; most are responses to opportunities for improvement as identified in the Standards. We intend to circulate them widely, sort them in many ways, and invite prioritization by various constituent groups. The plans will be formally presented to the Moreno Valley Strategic Planning Committee and the Academic Senate. To facilitate action and track outcomes, a responsible party is assigned to most plans.

In the spirit of our campus mission, we have committed to perpetuating the productive self-reflection, now systematized, and to maintaining our signature responsiveness to the needs of our vibrant and supportive community.

I.A: INSTITUTIONAL MISSION

- The mission statement will be regularly reviewed by the Moreno Valley Campus Strategic Planning Committee and recommended changes submitted to the Board of Trustees for their approval.

I.B: IMPROVING INSTITUTIONAL EFFECTIVENESS

- The dean of instruction in cooperation with the Academic Senate president will conduct a survey of faculty non-instructional commitments—including participation in committees. The results of the survey could then aid in the evaluation faculty commitments.
- The Academic Senate, Academic Planning Council, and the MVSPC, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships. (See Standard IV.A.)
- The faculty co-chair of the Moreno Valley Strategic Planning Committee will put on the committee's agenda the question of how to address strategic opportunities that require a quick decision.
- The vice president of educational services, in consultation with the district Office of Institutional Effectiveness, will continue to expand data resources available on campus to support classroom assessment.
- The Strategic Planning Committee will investigate making campus data available in a meaningful and simple format on the campus website to our students and service population.
- The vice president for educational services, in collaboration with Institutional Research, shall develop a proposal to track the achievements of students after they leave the Moreno Valley Campus.
- The Moreno Valley Strategic Planning Committee will consult with the Faculty Senate and the campus administration to evaluate the efficacy of the new Administrative Unit Program Review. This review will function as a report card to answer the question, "How did we do?"
- The Moreno Valley Strategic Planning Committee will stipulate in the institutional effectiveness review process (see Evaluation and Plan for I.B.6) that programs, disciplines, and all non-instructional units on campus are to receive the institutional report card in time for the next program review cycle.

II.A: INSTRUCTIONAL PROGRAMS

- The campus will identify strategies to increase community partnerships, and will investigate ways to change funding allocations to support existing and develop additional vocational programs to meet community needs.
- Disciplines and departments will research the relationships between the entry-level basic skills competencies of our students and the skills required for success in vocational and baccalaureate transfer courses.
- Continue the professional development initiatives begun at the Basic Skills Retreat held in spring 2007. The campus faculty development coordinator will promote professional development activities that target the utilization of best practices in teaching students with basic skills deficiencies.
- Departments will increase the proportion of full-time faculty members teaching basic skills sections.
- Campus representatives will meet with representatives of the Office of Institutional Effectiveness to formalize a data timeline.
- The dean of instruction, affected department chairs, and middle college high school coordinators will coordinate identification, enrollment, and scheduling of all middle college students in order to avoid large concentrations in given sections.
- The Academic Planning Council will implement mechanisms to better recruit and support part-time faculty.
- The faculty development coordinator will post faculty development activities on the campus website and make arrangements to have them announced at department and Academic Senate meetings.
- The faculty development coordinator and personnel in the new Center for Faculty Development will collaborate with the district Open Campus unit to supplement its Hybrid Academy training with on-site, focused workshops specifically aimed at web-enhancement techniques for all Moreno Valley instructors.
- The new Center for Faculty Development will schedule workshops and speakers on best practices in assessing and analyzing student learning outcomes, to include a) representatives from district Institutional Research; b) members of the District Assessment Committee; c) faculty directors from the Moreno Valley Campus vocational programs; and d) the Title V Grant Outcomes Assessment Specialist.
- Through the strategic planning process, however, the campus will study the feasibility of establishing a cataloguing system for documentation of public records produced by the campus and the district and all units on campus.

II.B: STUDENT SUPPORT SERVICES

- As funding becomes available, the dean of student services will request full-time staff in EOPS and Job Placement.
- As funding becomes available, the dean of Student Services will arrange for expanded service hours for evening and weekend students.
- Student Services personnel will explore avenues for expanding the offerings of cultural events on campus that are open to our surrounding communities, perhaps through KRCC TV Station and the various Chambers of Commerce.
- Provide ongoing training for part-time counselors and interns.

II.C: LIBRARY AND LEARNING SUPPORT SERVICES

- The Library and Learning Support Subcommittee will facilitate increased dialogue between library personnel and campus faculty, especially in an effort to develop strategies for improving the quality and currency of the library's book collection and for increasing library services.
- The Strategic Planning Committee will study the need for more space for library functions when Phase III construction has been completed.
- The Strategic Planning Committee will ask the Library and Learning Support Subcommittee and other relevant groups on campus, such as the staffs of the Writing and Reading Center and the Computer Lab, to study the overall availability of computers for general student use and develop a campus-wide strategy for improving student access to computers.
- The IMC staff will provide instructional workshops or presentations to faculty, perhaps in the context of department meetings, to promote awareness of services and proper procedures for use.
- The Office of the Dean of Instruction will publicize the CIS lab as an open computer lab to promote more student use.
- The library will offer LIB 1 on this campus when space and resources are made available.
- The Library/Learning Resources Center will work with Information Services to ensure that the infrastructure will support expansion in terms of bandwidth and access to the library's subscription resources.
- The Library/Learning Resources Center will raise with the Strategic Planning Committee the possibility of extended hours and promoting more student use of the library as a place to study.

III.A: HUMAN RESOURCES

- Moreno Valley faculty will continue to develop and participate in discipline-based assessments of student learning outcomes. Discipline leaders on campus, moreover, will seek to use the results of these assessments to promote more research on and faculty development in best practices for in-class assessment.
- The faculty development coordinator, with the assistance of the Office of Equity and Diversity, will offer more FLEX workshops on campus on topics of ethical treatment of all categories of employees and students.
- Through the strategic planning process, a plan will be developed for the continued hiring of more full-time faculty and staff to accommodate future growth.
- The campus faculty development coordinator, in consultation with the district Office of Institutional Effectiveness, will assess faculty awareness of and involvement in the various faculty development opportunities and venues. The coordinator will seek to coordinate and promote faculty development opportunities, placing emphasis on those which directly promote student learning and the assessment of student learning outcomes.
- The district Office of Institutional Effectiveness will evaluate the efficacy of Administrative Unit Program Review.

III.B: PHYSICAL RESOURCES

- The Plant/Operations and Management Department has a district-supported plan to place computers in specific areas on campus in order to provide facilities personnel real-time access to Footprints. Also planned is Footprints access for all faculty, staff, and administrators. This implementation will eliminate the transferring of work orders from the WEBFORMS into the Footprints data base.
- The vice president of business services will disseminate evacuation and lockdown plans and procedures will be posted in all faculty offices and off-site facilities.
- The Strategic Planning Committee will work with Student Services and Facilities to explore options for improving transportation options for students and campus personnel. These options might include
 - funding a nicer campus bus stop
 - working with RTA to develop student pass discounts, coordinated schedules, and express student bus services from key points throughout our service area
 - working with the city of Moreno Valley to explore options for improving bicycle and pedestrian access to campus, perhaps through the development of bike-pedestrian corridors
 - working with Associated Students to promote bicycling and walking to campus.
- The Strategic Planning Committee will also review the campus non-smoking policies to address the concerns about non-compliance and enforcement.

III.C: TECHNOLOGY RESOURCES

- The Moreno Valley Strategic Planning Committee will activate the new maintenance and upgrade process and will request that the Technology Subcommittee study the feasibility of incorporating a queue into the protocol, so that justified needs that do not get funded due to financial restraints are rolled over to the next year.

III.D: FINANCIAL RESOURCES

- The faculty development coordinator, with the assistance of the vice president of business services, will offer FLEX workshops on the college's budgetary development process.
- The Moreno Valley Strategic Planning Committee will develop bylaws that will define the charge of the Financial Resources subcommittee and will determine how budgetary information flows between subcommittees and to the Academic Senate.
- The vice president of business services will work with the Academic Senate and the Strategic Planning Committee to develop mechanisms for reporting budget development information back to planning and to the campus community generally.
- The vice president of educational services will work with the Strategic Planning Committee and the vice chancellor of Student Services/Operations to develop a plan for augmenting police presence on the campus during the evening and weekend hours.
- The vice president of business services will work with the Moreno Valley Strategic Planning Committee to develop an evaluation process for budget development.

- Program reviews will incorporate the evaluation of grant projects and note when grant funding will end. A mechanism will be developed within program review to request general fund support if the department/ campus deems that a project effectively contributes to student learning.
- Department chairs will be expected to get Galaxy training, so as to use budget information effectively for program review.

IV.A: DECISION-MAKING ROLES AND PROCESSES

- The Academic Senate, Academic Planning Council, and the Moreno Valley Strategic Planning Committee, in consultation with the campus president and vice presidents, will continue to refine their roles and relationships.
- The campus governing bodies will dialogue and develop a formal document describing the relationships and processes among the subcommittees of Moreno Valley Strategic Planning Committee.
- The Technology Subcommittee will discuss improving methods of teleconferencing.
- The administrative and faculty co-chairs of the Moreno Valley Strategic Planning Committee will begin work on establishing formal processes for evaluating governance and decision-making structures at the Moreno Valley Campus by convening a task force—including representation from the senate, CSEA, and the strategic planning subcommittees—to develop and disseminate charges and workflow for the Moreno Valley Strategic Planning subcommittees, including feedback loops.
- The Academic Senate will evaluate and update its constitution and by-laws.
- The Moreno Valley Campus president will deliver an annual report in writing to the Moreno Valley Strategic Planning Committee and to the Academic Senate. The report will respond to the initiatives generated by the campus governance structure and assess, with rationales, the degree to which outcomes were or were not achieved.

IV.B: BOARD AND ADMINISTRATIVE ORGANIZATION

- The Board of Trustees will ensure that Board Policies are reviewed and updated as needed.
- The Board of Trustees will conduct annual assessments as described in their new policy.
- The president will continue to work with district management, the Moreno Valley Strategic Planning Committee and the vice president of business services to develop the Moreno Valley Campus budget.
- Area managers will evaluate all support services through the non-instructional program review to ensure that campuses are adequately supported in their mission and operations.
- In order to ensure that resources are available to support anticipated growth and development, the vice president of business services will monitor district budget allocations as part of his report back to the Financial Resources Subcommittee.
- Staff and management of non-instructional areas will conduct the administrative program review with the purpose of evaluating how campus and district administrative functions are working.
- The campus leadership will plan to improve on and expand the use of teleconferencing and other electronic methods of communication with district bodies.



NORCO CAMPUS

Riverside Community College District

Institutional Self Study in Support of Initial Accreditation

Fall 2007

Submitted by:

Norco Campus
Riverside Community College District
2001 Third Street
Norco, CA 92860-2600
www.rcc.edu/norco

Submitted to:

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

We offer our sincere thanks to the Standard Committees and the Steering Committees for all their hard work.

Additionally, we would like to especially thank the following:

Melissa Bader, Dr. Gail Zwart, Dr. Deborah Tompsett-Makin, Sarah Burnett, and Dr. Jim Thomas for their persistence and patience in guiding and coaching the standards committees and sub-committees through the various tasks necessary to make the self study a success;

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Tom Wagner, Senate President, for his unflagging support, enthusiasm, and encouragement of Norco faculty and co-chairs as primary authors of this document;

Dr. Brenda Davis, Dr. Ed Bush, Dr. Gaither Loewenstein, and Norm Godin, for their invaluable assistance with the self study drafts and insight into the workings of the campus and district;

Kristina Kauffman and Sylvia Thomas for their encouragement and support through all the stages of this self study project;

Dr. Sharon Crasnow, Dr. Bonnie Pavlis and Sheryl Tschetter for putting this self study together into a coherent statement of who we are as a campus and a college community.

Riverside Community College District

Salvatore G. Rotella, Chancellor

Board of Trustees

Ms. Mary Figueroa, President
Ms. Virginia Blumenthal, Vice President
Mrs. Janet Green, Secretary
Mr. Jose Medina
Mr. Mark Takano

Mr. Carlos Naranjo, Jr., Student Trustee

**Dr. Brenda Davis, President
Norco Campus**

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PREFACE

Certification of the Institutional Self Study Report

DATE: August 2007

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

FROM: Norco Campus, Riverside Community College District

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the college community, and we believe the self-study report accurately reflects the nature and substance of this institution.

Mary Figueroa
President, Board of Trustees
Riverside Community College District

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President, Associated Students, Norco
Campus

CERTIFICATION OF COMPLIANCE WITH ELIGIBILITY REQUIREMENTS NORCO CAMPUS

Norco Campus affirms it is in compliance with the eligibility requirements for initial accreditation and certifies compliance with all eligibility requirements as part of the application for full college status sent to the State Chancellors' Office in May 2005.

#1 – Authority

Norco Campus is part of the Riverside Community College District. Riverside City College holds the current accreditation for all District campuses and educational centers. City Campus is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

#2 – Mission

On June 20, 2006, the RCCD Board of Trustees approved the following Norco Campus mission statement and its institutional motto:

*~Today's Students, Tomorrow's Leaders~
Norco Campus, located in western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while en-*

gaging in self-examination and ongoing dialogue, planning, and improvement.

The Norco mission statement appears in the RCCD Strategic Plan in the latest edition of the District catalog, and Faculty Survival Guide. It is also published in class schedules, on our web site, and displayed on posters around the campus.

#3 – Governing Board

Norco Campus is one of three educational institutions in the Riverside Community College District. The district is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year terms, and these terms are staggered. The Board members have no employment or personal financial interest in the institution.

#4 – Chief Executive Officer

The Norco Campus President was recommended for appointment by the District Chancellor and approved by the Board of Trustees. The President reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

#5 – Administrative Capacity

Norco Campus has 15 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the new college's mission and purpose. In addition to the President, administrative appointments include Vice Presidents of Business and Educational Services; Deans of Instruction, Student Services, and Economic Development; a Supervisor of Admis-

sions and Records; Directors of the TRIO and Title V Programs; and a Director of Plant Operations and Maintenance. A Norco Campus organizational chart is included in this report.

#6 – Operational Status

Norco Campus has been operational since it opened its doors in March 1991. Currently, there are over 8,600 students enrolled in classes which are held seven days a week. Many are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or remediation in basic skills.

#7 – Degrees

To meet its stated mission, Norco Campus offers the Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in business, management, and technology fields. The institution has over 27 degree and/or certificate programs. The requirements for each of these programs can be completed entirely on the Norco Campus.

#8 – Educational Programs

Norco Campus's degree programs are congruent with the campus' mission, based on recognized higher education fields of study, are of sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and when combined with the general education component, represent two years of full-time academic work. Course outlines in both degree credit and non-degree credit courses meet predetermined student learning outcomes achieved through class content, assignments, and activities; and all course outlines are subject to periodic, rigorous program review. Norco also offers over 24 vocational certificates.

#9 – Academic Credit

Norco Campus awards academic credit based on accepted practices of California community colleges under California Code of Regulations, Title 5. Detailed information about academic credit is published in the college catalog.

#10 – Student Learning and Achievement

The 2007-2008 edition of the college catalog will contain the Board-approved comprehensive statement of General Education SLOs for students enrolled in each of the academic programs offered. Additionally, program level Student Learning Outcomes are being developed. The curriculum is district-wide, nearly all course outlines of record contain appropriate SLOs integrated with methods of instruction and evaluation; these SLOs are achieved and assessed by a variety of methods. Coordinated by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, must follow the course outline of record.

#11 – General Education

All degree programs require a minimum of 18-21 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program is scrutinized for rigor and quality by the Academic Senates, the Matriculation Council, and appropriate constituencies; and the District will adhere to the newly approved requirements for math and writing effective at the state level for students entering in 2009.

#12 – Academic Freedom

Norco Campus supports academic freedom; faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by Board Policy 4030 endorsing the AAUP

Statement on Academic Freedom. The institution prides itself on offering an open, inquiring, yet respectful and transparent educational experience, evidencing our commitment to intellectual freedom and independence of thought.

#13 – Faculty

Norco Campus has 66 full-time faculty and approximately 235 adjunct faculty. All faculty must meet the minimum requirements for their disciplines based on regulations for the Minimum Qualifications for California Community College Faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement and the Faculty Handbook. These responsibilities are entrusted primarily to full-time faculty and include participation in curriculum, program review, the development of student learning outcomes, and assessment of student learning.

#14 – Student Services

Norco Campus prides itself on strong student services programs, providing a comprehensive array of services for all its students, as well as support services for those students requiring preparation for college level work. Each department works to support the mission of the college and the academic success of our students.

#15 – Admissions

Norco Campus has adopted and adheres to admissions policies consistent with its mission as a public California community college and in compliance with California Code of Regulations, Title 5. Student admission supports the Norco mission statement and ensures that all students are appropriately qualified for the program and course offerings. Information about admissions requirements is available in the catalog, the schedule of classes, and on the web page. Students are encouraged to apply

online although paper applications are also accepted.

#16 – Information and Learning Resources

Norco Campus provides long- and short-term access to sufficient print and electronic information and learning resources through its library and programs to meet the educational needs of students. The library is staffed to assist students in the use of campus resources. Internet access and online computer search capabilities are available without charge to students in the library, student support programs, and in computer labs. The institution is committed to enhancing its learning resources, regardless of location or delivery method.

#17 – Financial Resources

Norco Campus, through the Riverside Community College District, has a publicly documented funding base that is reviewed and revised on an annual basis. The Norco Strategic Planning Council includes a Financial Resources sub-committee which is charged with ensuring that financial resources needs are addressed in developing plans pertaining to educational programs, support services and facilities needs.

#18 – Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers by a contracted certified public accountant. The audit is conducted in accordance with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Norco Campus budget, a Vice President of Business Services was hired in spring 2006.

#19– Institutional Planning and Evaluation

Norco Campus has an established institutional strategic planning process and works with the Riverside Community College District to provide planning for the development of the campus, including integrating plans for academic personnel, learning resources, student services, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Norco Academic Planning Council, the Strategic Planning Council and its nine sub-committees, and the Norco Academic Master Plan, the campus is in a constant state of review and improvement. The campus and district systematically evaluate how well and in what ways Norco is accomplishing its purpose, including assessment of student learning and documentation of institutional effectiveness.

#20 – Public Information

The Riverside Community College District currently publishes a single catalog for all three campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents, along with multiple district and campus websites and other appropriate publications, publicize accurate and current information about the institution that announces its mission and goals; admission requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs and courses; degrees offered and degree & graduation requirements; costs and refund policies; available learning resources; grievance procedures; names and academic credentials of faculty and administrators, names of Board of Trustees members; and all other items relative to attending or withdrawing from the institution.

#21 – Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that Norco Campus adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the campus in identical terms to all its accreditation agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution will be complete, accurate and honest.



INTRODUCTION

DESCRIPTIVE BACKGROUND AND HISTORY OF THE CAMPUS

EARLY HISTORY

The Norco Campus, now a vital part of the Riverside Community College District, had its beginnings in the late 1980s when the District recognized its obligation to meet the needs of Norco and Corona, the rapidly growing communities located in the southwestern end of Riverside Community College's service area. RCCD's long-standing tradition of community service was thus extended in 1991 with the founding of the Norco Campus. Overtime it was determined that the campus would one day grow into a college reflective of its communities and the learning needs of its students.

Norco Campus began as a mandate and a vision for serving these southwestern communities in Riverside Community College District. In the mid-1980s, the District had purchased a 141-acre parcel of land for *one dollar* from the U.S. government. After securing appropriate funds, a building plan was approved and construction began on the new campus. With a ribbon-cutting ceremony held on March 13, 1991, the Norco Campus opened its doors to 3,088 students in April 1991, offering a shortened spring semester. (The event was timed to coincide with the 75th anniversary of the Riverside institution). From the start, enrollment rapidly increased: by fall 1994, the enrollment headcount was 3,782; by fall 2000, it was 6,681, a 77 percent increase. Current enrollment (headcount) in Fall 2006 is over 8,600 students.

Phase II construction on Norco Campus began in 1993, with the Airey Library and Applied Technology buildings completed in 1995. The campus has added classes at off-site locations, including Norco High

School, Fender Center for the Performing Arts, and Brunswick Lanes. Norco Campus continued to experience rapid growth, drawing its student population not only from the cities of Norco and Corona, but also from Orange County overflow along Highway 91 as well as from the I-15 corridor housing expansions both north and south of the campus. Sixty-six full-time faculty, 235 part-time faculty, 62 full- and part-time staff, and 15 management personnel now conduct over 600 classes in 14 on-campus buildings and 8 off-site locations.

Federal and State grants, along with the passage of Bond Measure C in March 2004 (\$350 million), have made funds available for Norco Campus to continue its Phase III building program. An Industrial Technology Building and Student Success Center are scheduled for construction starting in 2008, as well as an independent Network Operations Center to house local servers and a chemical storage (hazardous materials) building. The construction of these buildings will address the need for faculty and administrative office space while improving classroom availability. Phase IV site construction is also in its initial planning stages. A consultant was hired in spring 2007 to oversee the development of a Long-Range Educational Master plan, to include an updated Facilities Master Plan for Norco Campus which will drive future build-outs and decision-making at the campus.

In the mid-1990s, RCCD and the Corona-Norco Unified School District began a discussion about the feasibility of locating a new high school on a portion of the campus land. An agreement was finalized in June 2003, construction began in 2005, and in September of 2006, John F. Kennedy High

School opened its doors to over 600 students. The opening of this facility has eased the classroom availability crunch and has permitted more rapid expansion of Norco enrollment, since 22 more classrooms have been made available at the high school site after 4:00 p.m. for late afternoon and evening college classes.

The Norco Campus currently serves over 8,600 students. Sixty-six full-time faculty, 235 part-time faculty, and over 50 full-time administrative staff provide services to the Norco learning community. Over 97 percent of faculty and administrators hold master's degrees, and approximately 32 percent hold terminal degrees or doctorates.

CURRENT EDUCATIONAL PROGRAMS AT NORCO CAMPUS

Located in the southwestern tip of the Riverside Community College District, close to the I-91 and I-15 freeway corridors, Norco Campus is a gateway to the local engineering, manufacturing and light industrial companies serving the counties of Riverside, Orange, and San Bernardino. The campus focuses on the theme of technology in the 21st century and is known not only for its general transfer curriculum but also for its cutting edge programs in technology, general business, and manufacturing, reflecting partnerships with industry and community groups.

The educational program at Norco is designed to lead students to associate degrees, transfer to four-year institutions, or certificates. Workshop courses and cooperative work experience classes are also offered. In addition, the campus offers courses for pre-collegiate remedial or developmental improvement (ESL, reading, math, and study skills/guidance), as well as general education classes. Distance education courses are well represented and encompass a variety

of modes: online, hybrid, web-enhanced and teleweb courses, providing alternate delivery options for students. Finally, Norco has a growing and popular "Weekend College" program for over 1,280 working adults (150-160 FTES) who are able to complete certificate and general education requirements attending classes scheduled on Friday evenings, Saturdays, and Sundays.

Current certificate/A.S. degree programs include:

- Accounting (General Business)
- Administration of Justice/Law Enforcement
- Architecture
- Art: Animation, Illustration I, II
- Automated Systems (Mfg. Technology)
- Business Administration
- Computer Applications
- Computer Programming
- Construction Technology
- Drafting Technology
- Early Childhood Studies
- Electronics Computer Systems
- Electronics Technology
- Engineering Aide
- Engineering Software Applications
- Engineering Technology
- Human Resources
- Logistics Management
- Management (General Business)
- Marketing
- Mechatronics (Manufacturing Technology)
- Office Administration
- Real Estate

Programs planned or in development include:

- Advanced Plastics Technologies, Environmental Science, Civil Engineering Technician, Composite Materials Technician, Video Game Design, Animation, and Fashion Merchandising.

MOVEMENT TOWARD INDEPENDENT STATUS

In anticipation of independent college status for Norco Campus, the Norco educational center began a “shadow” accreditation during the last full accreditation in 2001; further preparatory work for the creation of Norco College was discussed in the Interim Report of 2002 and the Mid-Term Report of 2003. The Board of Trustees Resolution 53-01/02, adopted on March 20, 2002, formally supported the move from a three-campus district to a three-college system. To assure that planning and implementation of the move from educational center to full college status was realistic and structurally solid, the RCC District adopted a Curriculum-Centered Strategic Planning Model in the same year (Board Resolution 43-01/02) and a Learner-Centered Curriculum Model (Board Res. 25-02-03, December 2002).

Subsequent actions towards independent status for Norco included letters of intent to the California Community College Board of Governors and Chancellor’s office, the California Postsecondary Education Commission, the Western Association of Schools and Colleges, the California Board of Education, the United States Department of Education, and other agencies. At its March 26, 2004, meeting the California Postsecondary Education Commission approved the proposals from the district to convert the Norco educational center to full college status. Finally, at its January 2005 meetings, the Accrediting Commission of Community and Junior Colleges approved the Eligibility Report for the Norco Campus to become an independent college. This self study represents Norco Campus’ first independent application for accreditation.

In preparing to achieve independent college status, Norco Campus began its shift to in-

dependent governance structures in 2004-2005. The administrative structure of the Norco Campus, once heavily dependent on a single provost and a dean of instruction, has been newly reorganized. Dr. Brenda Davis was inaugurated as the first President of the proposed Norco College in September of 2006. A new Dean of Student Services, as well as Vice Presidents of Educational Services and Business Services, came on board at roughly the same time.

One of the first steps taken towards Norco Campus’s independence occurred in 1999-2000. Norco faculty met and developed an organizational structure for new campus-based academic departments in lieu of the district-wide departments in place at that time. Faculty were organized into three departments. In 2004, the three-department structure was expanded to four departments and to the current five departments in 2005.

In the arena of shared governance, the campus inaugurated its own Strategic Planning Committee in 2002 and Norco Academic Planning Council (previously a department chairs committee) in 2004, wrote a separate Academic Master Plan in 2005, and established a campus-based Academic Senate in spring 2006. The Senate’s Curriculum Committee was set up in spring 2007, while the District Curriculum Committee worked on delineation of local and district curriculum committee duties and functions. The Associated Students of Norco Campus applied for independent status in 2002, electing a president and other officers, as well as establishing a student newspaper.

The Norco Campus has now grown to a level of structural and academic maturity appropriate for it to function as an independent college. The campus has sufficient administrative and faculty support as well as facilities capable of supporting inde-

pendence and providing a full range of educational services to the Norco-Corona community. To facilitate the transition to full college status, extensive planning for Norco as a full-status college within a multi-college District has taken place over the past 5 years.

MAJOR CHANGES SINCE THE 2001 ACCREDITATION VISIT

Administrative Changes/New & Modified Administrative Positions

- Dean of Instruction – resignation and appointment of new Dean, 2001
- Dean, Academic & Student Services – appointed 2003 (changed from Dean of Instruction)
- Associate Dean, Academic Affairs & Student Services – new appointment 2003
- Dean and Associate Dean redefined, 2004
- Deans of Instruction and Student Services (restored positions), 2004
- Dean of Instruction – resignation and appointment of new dean, 2007

New Administrative Positions

- Vice President of Business Services – new appointment, 2006
- Dean of Student Services – new appointment, July 2005
- Dean, Technology & Economic Development – transfer appointment from Riverside, 2006
- Vice President of Educational Services – new appointment, 2006
Provost – position terminated 2006
- President – new position created; appointed September 2006
- Assistant Dean, Library/Learning Resources – appointed February 2007

Faculty Changes

- Coordinator, District Assessment Committee (.2 reassigned time position) – appointed 2003
- Coordinator, Faculty Development and Professional Growth (.2 reassigned time) – appointed 2006
- Coordinator, District Program Review Committee (.4 reassigned time position) – appointed 2006
- President, CTA (1/2 time position) – appointed 2005

Total full-time (FTEF) faculty,¹ Fall 2001: 52.63

Total full-time (FTEF) faculty (N = 66), Fall 2006: 61.77, representing a **17.4 percent growth rate**

Total part-time faculty expressed as FTEF, Fall 2001: 64.74

Total part-time faculty (N = 235), expressed as FTEF, Spring 2007: 91.28, representing a **41.3 percent growth rate**

Demographic Changes

Rapid population growth in the Norco-Corona area has continued since the last accreditation team visit, reaching a current combined population of over 223,000. In 2001, the combined population of the cities of Norco and Corona was only 192,423. The service area for Norco Campus has thus grown by 15.8 percent in just 5 years.²

Fiscal Changes

At the time of the last team visit in 2001, the Norco Campus budget was \$11.1 million; in 2006, the budget reached \$18.7 million. Planning drives budget allocation more

¹ This number excludes counselors and librarians.

² Norco has a population of 25,250 (2004), while Corona's population is 137,000. The total service population, including the I-91 and I-15, corridors, is over 220,000. The Norco/Corona service area spans approximately 38 square miles in the southwestern corner of the district.

strongly than before. Norco Campus has become more efficient and effective in its use of grant funds for faculty development, basic skills planning, and enhanced instructional technology training. Due to improved enrollment management, Norco's overall efficiency ratio (WSCH/ FTE) increased from 504 in fall 2005 to a campus average of 533 in fall 2006.

Enrollment Changes

In 2001, Norco's credit full time equivalent student count (FTES) was approximately 1,996. In 2005-2006, it was 2,533, representing a 27 percent growth in full-time equivalent students at Norco Campus. The number of concurrently enrolled high school students has grown since the opening of the JFK Middle College High School in fall 2006, and ESL student enrollments have increased greatly with the addition of a full-time instructor and Title V grant funding for ESL curriculum. Significantly, the number of entering students identified as under-prepared or in need of remediation in English, reading, and/or math has impacted Norco Campus and the district over the past five years.³ Efforts at recruitment of minority and at-risk students by Title V and other equity organizations at Norco have resulted in increased enrollment as well.

Facilities Changes

Two permanent buildings (Library and Applied Technology) have been opened at the Norco Campus in the last ten years. In addition, 12.63 acres of land have been leased to the Norco-Corona Unified School District for the construction of John F. Kennedy High School, which opened in September

2006. Agreements have been drawn up for joint use of 22 classrooms in this facility after 3:00 p.m. weekdays and on weekends. Also, new faculty offices and classroom spaces have been created with the addition of three portable classrooms, and six additional portables will be added in fall 2007.

Further statistical information can be found in the 2006-2007 RCCD *Fact Book*.

Program Changes

In fall of 2001, the Norco Campus offered 560 sections of classes. In fall of 2006, the campus offered 669 sections, representing a 19.4% increase in course offerings. With new Resource 25 enrollment management software, the campus is working on improvement of existing space utilization, matching class size to room size.

In 2001, Norco offered 22 academic and occupational programs; now, the campus offers 27 programs. The greatest change has come over the past two years, with the growing realization of the need for Norco Campus to offer new transfer A.A. programs to meet student needs and interests; the addition of logistics and human resources programs; and new video game design and applied art & design programs in the planning stages.

The Norco Campus also gained a Title V coordinator, who has provided opportunities for the development of programs for at-risk students and for faculty development in technology. Additional funding has come from recent grants for basic skills program and ESL program development.

³ Fall 2006 placement testing indicated that 81.7% of entering students needed one or more levels of remedial English; 95.8% needed one or more levels of remedial math; and 80.5% needed one or more levels of remedial reading.

RESPONSES TO 2001 SITE VISIT RECOMMENDATIONS

In the spring of 2004, Riverside Community College District (RCCD) prepared an extensive Midterm Report addressing the five recommendations made by the visiting Accreditation Team in 2001. At the midterm visit, no further recommendations were made. It should be noted that the 2001 accreditation recommendations, as well as subsequent responses and actions, focused on the district, not on specific campus operations. In May 2004, Norco Campus applied for and received eligibility to be accredited as an independent college. This report reflects the replies to the 2001 recommendations included in the District's Midterm Report and considers the ongoing changes and responses at both district and campus levels respectively.

Recommendation 1: The team recommends that Riverside Community College proceed with its plan to “establish a process for regular review and [. . .] revision of the mission statement” to better guide planning and to recognize the unique aspects of the District’s emerging three-college status (1.3, 1.4).

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, as a response to this recommendation, Norco Campus developed its first mission statement. The institution engaged in ongoing dialogue during spring 2006 to ensure that the new mission statement represents our goals and those of our students and communities. On June 20, 2006, the Board of Trustees approved a revised mission statement and an institutional motto, as follows:

~Today’s Students, Tomorrow’s Leaders~

Norco Campus, located in western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and responds to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement. (Further discussion of the Mission Statement and how it is used to guide the development of programs and services for students at Norco Campus is found in Standard I of this self study).

Norco Campus has also established a cyclical process for revising and refining the mission statement through its regular review by the Norco Strategic Planning Committee and the Norco Academic Planning Council, thus ensuring that the integrity of the Norco mission statement remains implicit in planning procedures.

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 resource planning (3.B.3, 4.B.1, 8.5, 10.A.3), provide for involvement of faculty, staff, and students and effectively involve all three campuses (3.B.1, 10.B.6, 10.B.9, 10.B.10). The planning process should utilize information from program reviews (3.A.4, 3.B.2, 4.D.1, 4.D.6), more closely integrate college planning and budgeting processes (3.B.1, 9.A.1), and include regular evalua-

tion and reporting of institutional outcomes (3.A.3, 3.C.1, 3.C.2).

Prior to the 2001 self study process, the district had planning and program review processes in place, but they were not fully integrated across all planning entities. As the midterm report reflects, the Board of Trustees adopted the **Curriculum-Centered Strategic Planning Model** and the **Learner-Centered Curriculum Model** (District Strategic Plan) in March 2002. Using the Commission's recommendations as a starting point, the District initiated a comprehensive approach to planning.

Starting in 2001, multiple retreats were held to ensure opportunities for reflection, questions, and dialogue regarding the change in focus. Several significant improvements have resulted, including the evolution of a three-college district model, the development of a District Academic Master Plan, and the establishment of 11 District planning initiatives ("Strategic Initiatives 2005-2010"). To ensure that the three colleges provide opportunities for integrated planning and focus at the campus level, the district established a Strategic Planning Committee with subcommittees designed to reflect the former 10 accreditation standards. The district SPC's membership consists of administrators and faculty leaders from the district and campuses. As mentioned in the Midterm Report, the SPC has met regularly since its inception and is now referred to as the District Strategic Planning Committee.

In response to the Commission's recommendation to make the strategic planning process widely known, strategic planning documents are available on a website which is easily accessed by anyone in the RCCD community. Documents may also be downloaded for further review. Please refer to: <http://www.rcc.edu/administration/academicAffairs/>

In its report of July 2006, RCCD discussed the process it had undertaken to ensure an integrated strategic planning process to meet the needs and demands of a 21st century educational environment and student population. The creation of this process involved three phases: (1) the development of planning principles and the evolution of a planning *culture* (2001-04); (2) the development of a strategic planning *process* (2004-05); and 3) The *implementation* of that planning process to guide decisions about the future of the campuses and their progress toward becoming independently accredited colleges (2005-present).

The first phase used five interlocking planning activities—identifying and defining key performance indicators, detailing a learner-centered curriculum architecture, conducting both external and internal environmental scans, and creating an action planning process. From these activities, the Learner Centered Curriculum Framework emerged and led to two guiding principles:

- Firm commitment to a learner-centered approach based on the principles of a common core curriculum that enables students to move seamlessly among the three colleges; and
- Desire to utilize the service advantages of a single district while allowing the independently accredited colleges to serve their local communities.

The second phase built on the strategic planning culture evolved from phase one to develop a structure that would support and institutionalize the values established in the first phase. Results from ongoing dialogue included important initiatives to strengthen the infrastructure of the District and the local campuses. These included:

1. Delineation of the strategic planning process

2. Development of a District Academic Master Plan
3. Major revision of the District's Program Development Process for occupational programs
4. Revision of the faculty hiring process.

This internal process of self-reflection and evaluation included a review of curriculum, staffing, resource needs and changes impacting "units." As part of the process, a faculty and administrative committee was formed to investigate and make recommendations on a new program review process. The group determined that program review needed to be regular and ongoing as well as serve as the foundation for strategic planning throughout the District.

Since 2000, when the Program Review Committee was first formed, the process has undergone many revisions, though the philosophy behind it has remained constant. During program review, units examine how their programs align with the campus and district missions, review their history and curriculum, determine future plans and needs, and develop a student learning outcomes assessment plan. As disciplines, departments and student services units have undergone this self study, the cumulative result has been a more complete and comprehensive assessment of institutional effectiveness.

In 2006, program review was modified to improve its efficacy and provide a firmer foundation for the planning process. The *District Strategic Planning Process Structure 2001-2006* document summarizes the basic structure of this process. Presently, the planning process begins with a complete program review undertaken every four years and includes a campus-based annual component that links resources needs to campus structures through three committees:

1. Norco Campus Academic Planning Council (NAPC)
2. Norco Campus Strategic Planning Committee (NSPC)
3. Norco Campus Strategic Planning Subcommittees (9)

At Norco Campus, a site committee comprised of administrators and faculty members and established in the mid-1990s had been the original campus body responsible for local facilities and financial resources planning. This site committee served as the liaison between the campus and the district planning units. Upon implementation of phase three of the new RCCD planning process, the site committee was replaced by the new campus-wide Norco Strategic Planning Committee (NSPC), co-chaired by the Vice President of Educational Services and a faculty member. NSPC was launched in fall 2005 along with nine subcommittees - each co-chaired by a faculty member and a classified employee.

In addition, a department chairs'/co-chairs' council (now called the Norco Academic Planning Council) was formed as the gateway to the larger organization (district APC); this council is co-chaired by the Vice President of Educational Services and a faculty member. The various strategic planning process meetings are open to all attendees and provide the means for ongoing dialogue with all constituencies.

The Norco Strategic Planning Committee is made up of the following nine subcommittees, each of which has the specific responsibility to ensure dialogue and informed decision-making related to the enhancement of student learning and improved institutional effectiveness at the Norco Campus:

- Institutional Effectiveness
- Instructional Programs

- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance

These subcommittees have already worked collaboratively to effect changes in budgetary decision-making processes and the distribution of financial resources, and to ensure faculty and student input into capital expenditures. Working alongside the NAPC, these subcommittees assist in revising the Norco Academic Master Plan (NAMP) on an annual basis to ensure that Norco's learner-centered curriculum is enhanced and supported throughout the campus's facilities, programs, and processes.

In addition, the District Program Review Committee has established an annual campus-based Program Review Update, which is designed to facilitate the writing of departmental master plans integral to the NAMP by providing timely input into staffing, facilities, and equipment needs of individual instructional disciplines and non-instructional programs.

Recommendations from the Norco Strategic Planning Committee and sub-committees and the Norco Academic Planning Council are submitted first to the Norco Campus President and then to district-level planning groups (District Academic Planning Council, District Strategic Planning Committee, Executive Cabinet); final decisions and recommendations from these district planning groups are then brought to the Board of Trustees.

The development of a district Academic Master Plan has provided a summary of the academic characteristics, objectives, short and long-term goals, and resource needs of

the academic departments across the district. Each campus contributes to the development and revision of this document at regular intervals. At Norco, the district AMP is one of several sources of information used in the planning process, along with recommendations from disciplinary and student services program reviews, as well as supplementary reports and surveys supplied by the District Office of Institutional Research.

In response to the 2001 recommendations, the district announced a five-year plan comprised of eight initiatives entitled "Riverside Community College District Strategic Initiatives: 2005 - 2010." These eight initiatives were determined by administration to facilitate RCCD's effort to focus on effective approaches to its Learner-Centered Curriculum Framework. They are:

- ✓ Increase Student Access
- ✓ Increase Course Retention
- ✓ Increase Successful Course Completion
- ✓ Student Persistence
- ✓ Improve Student Learning Outcomes
- ✓ Increase the Number of Awards, Certificates and Transfers
- ✓ Improve the Quality of the Student Experience
- ✓ Develop a Comprehensive Enrollment Management Program

Norco Campus prepared a response to this strategic initiatives plan, "Norco Campus Response to Strategic Initiatives" (see *RCCD Fact Book*, page 47). This response represents a campus-wide discussion by faculty and administration of the implications of the District Strategic Initiatives for the Norco Campus in particular. The campus has prepared clearly delineated action plans to respond to these district-wide goals.

Through participation in program review with the assistance of the District Assessment Committee (DAC), faculty have developed General Education student learning outcomes (Gen Ed SLOs) at the district level and have written integrated SLOs for a majority of the district's course outlines of record. Some disciplines and programs have already developed student learning outcomes at the program level as well. Regular assessment of the effectiveness of course- and program-based SLOs has been integrated into all district and campus decisions through the adoption of a new template for integrated course outlines of record (COR) and the incorporation of assessment into program reviews for academic disciplines and non-instructional units.

The General Education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006. In addition, the DAC has proposed a pilot project for assessment of the district's General Education SLOs.

Responding to the institutional shift towards consistent and meaningful assessment of student learning, disciplines have begun to make improvements in their teaching strategies and modifications to their SLOs based on ongoing assessment activities. By summer 2007, approximately 35 disciplines will have completed some portion of the assessment project(s) that they proposed in their program review reports, more are in progress, and various course-based assessment projects have been initiated. In addition, twenty disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment (See "Outcomes Assessment and Student Learning Outcomes" report on page 15 of this self study).

With regard to integrating college planning and budgeting processes, Norco Campus has developed specific procedures for prioritizing resource needs identified in instructional, student services and administrative program reviews in accordance with college and district strategic initiatives. Budgetary decisions are derived from agreed-upon priorities. The Academic Planning Council develops criteria for instructional needs pertaining to staffing, equipment, and facilities. Student services and administrative needs are prioritized by similarly structured councils. The Strategic Planning Co-Chairs Council merges the prioritized lists of the instructional, student services and administrative units. The Norco Strategic Planning Committee reviews the lists, revises them as necessary, and submits final lists of recommended priorities to the Norco Campus President to be considered for inclusion in the district resource allocation process.

Norco Campus will implement these procedures for the 2007-2008 and subsequent annual budget cycles, resulting in full integration of planning, program review and resource allocation for the Norco Campus.

The most recent revisions to the program review process have created a discipline-based, cross-district comprehensive review process on a four-year cycle, supplemented by an annual campus-based program update, in which disciplines and instructional units who have completed the four-year process can communicate to the departments, the APC, and the SPC subcommittees at their respective campuses regarding their facilities, staffing, and resource needs. It is anticipated that the Program Review Committee, with input from the DAC, will have facilitated the completion of the first round of comprehensive program reviews for instructional units by the end of the 2006-07 school year. In addi-

tion, those disciplines that completed the first full program review in 2001-2002 have begun the second round of the four-year cycle.

Student Services has also completed comprehensive program review for all the programs under its purview, including tutorial services, admissions & records, matriculation, food services, and so forth. In spring 2007 the Program Review Committee completed a guide to comprehensive administrative unit program review; administrative units in the district will commence these reviews in May 2007, with an expected completion date of September 2007.

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 (4.B.2, 4.B.3, 4.D.5, 4.D.6).

As explained above, as part of the regular four-year cycle of program review for all instructional units, and to ensure development of SLOs at the course level, the Program Review Committee has requested the updating and review of all course outlines of record, including examination of distance education modalities and course prerequisites. Hence, by no later than fall 2007 (coinciding with the completion of the first cycle of program review for all disciplines, and for the major student services units), a nearly all district course outlines will have been brought up to date. The district Curriculum Committee has also written and distributed the document "Writing a Course Outline: A Step-by-Step Guide," which includes detailed instructions for preparing integrated course outlines of record, the writing of appropriate SLOs, and other information about prerequisites and the cur-

riculum approval process. Workshops have been conducted on a regular basis since 2004 to train faculty and administrators in the process of developing appropriate SLOs, writing integrated course outlines, and the proper procedures for obtaining prerequisite and/or distance education approval.

As a result of recommendations from the last accreditation visit, the District Academic Senate established a Subcommittee on Prerequisites, Co-requisites, Advisories and Limitations on Enrollment (PCAL). Any new or revised course outline passing through Curriculum Committee containing prerequisite/advisory elements must obtain prior approval from this committee before the course outline is placed on the Curriculum Committee agenda for discussion. The District Curriculum Committee also developed and implemented a Distance Education approval form whose requirements must be completed to the committee's satisfaction before a new or established course is offered in a distance education mode (online, hybrid, or teleweb).

In the process of evolving into the three-college model, the District Academic Senate has recommended the formation of campus-based curriculum committees, which will be responsible in the near future for course approval at the local level. Any differences of opinion or questions needing resolution will be referred to a newly redefined District Curriculum Committee, whose major function will be to advise and make recommendations on curricular issues and to ensure that all curriculum is the same across the district. This intent to maintain a "one curriculum-one student contract" is contained in the adoption of the Learner-Centered Curriculum Model, LCCM (Board Resolution 25-02/03, December 2002).

Curriculum leaders have been identified at Norco to lead the campus in reviewing out-

lines for courses and programs to be delivered at the Norco campus. A Norco Curriculum Committee was created in fall 2006 by vote of the Norco Academic Senate, and a local Curriculum Handbook will be created as a necessary guide to the curriculum process. The new committee will follow best practices recommendations of the state Academic Senate for training curriculum representatives, establishing subcommittees (Distance Education, Technical Review, and PCAL), and review and approval of curriculum. Norco will align with the other two curriculum committees to ensure a single district-wide curriculum.

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

The District Strategic Planning Council, in collaboration with the District Academic Senate, developed a document delineating the hiring process for new full-time faculty. In 2001, a task force was formed to review the faculty hiring process. The task force, initially chaired by the Associate Vice President of Human Resources, and later facilitated by the Dean of Faculty, included broad participation of faculty and administrators.

After several drafts and nearly two years of work, a draft plan for tenure track faculty hiring was completed on October 16, 2003. The 2003 draft has undergone additional revisions to reflect current organizational structure and was approved by both the District Academic Senate and the District Strategic Planning Committee. Subse-

quently, the "Hiring Plan for Full Time Faculty" was presented to the Board of Trustees on June 20, 2006. This document was revised in spring 2006 to reflect title changes resulting from organizational changes and was presented as an information item to the Board in June 2006.

Policies for fairness in hiring have been adopted for all categories of employees and are reflected in the wording of job announcements. All written hiring and evaluation procedures for faculty are followed consistently, but there is still some uncertainty about timely evaluation of classified staff and management. Also, while the evaluation process for contract, regular and part-time faculty is consistent, clearly written, and implemented in a timely fashion, a few ongoing problems remain as the district moves to delineation of district vs. campus functions:

Hiring of Part-Time Faculty. The Office of Diversity and Human Resources maintains a database of part-time faculty employed at all campuses across the district; this information is accessible upon request by department chairs during the interview and hiring process.

Evaluation of Part-Time Faculty. Though HR has attempted to improve the evaluation process through central district management, there remains some difficulty with the accuracy and timeliness in the distribution of evaluation schedules for part-time faculty to individual campuses. This has resulted in omissions and errors in the frequency of part-time faculty review.

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

Following discussion throughout the spring of 2002, the Board of Trustees approved

Board Policy 1044—Board of Trustees Self-Assessment Process—on October 15, 2002. This process established a continuous, quarterly self-assessment process to both consider its effectiveness and demonstrate its commitment to continuous improvement. Dialogue was structured around seven dimensions of Board effectiveness:

- A. Commitment to Learners
- B. Constituency Interface
- C. Community College System Interface
- D. Economic/Political System Interface
- E. District Policy Leadership
- F. Management Oversight
- G. Process Guardianship

In fall 2006, the Board of Trustees hired a consultant from the Community College League of California to assist in revising and writing board policy which would accommodate and respond to the transition from a single-college multi-campus district to a three-college district. Many Board policies were revised throughout the 2006-07 academic year, including the policy dealing with Board self-evaluation procedures. The newly written policy #2745, "Board Self-Evaluation," sets out the processes by which the Board assesses its effectiveness in meeting the goals and strategic initiatives of the district as a whole.

STUDENT LEARNING OUTCOMES AND OUTCOMES ASSESSMENT RIVERSIDE COMMUNITY COLLEGE DISTRICT

History and First Steps

In fall 2000 a new effort to assess student learning began with the formation of the District Assessment Committee (DAC), which was tasked with developing and implementing a comprehensive assessment plan for all campuses in the Riverside Community College District. At the same time, a Program Review Committee was formed to develop a new process for review of instructional programs (both academic and occupational) and student support programs. Also, in fall 2000 the District Curriculum Committee completed a revision of its Curriculum Handbook which discussed the importance of (a) including clearly written student learning outcomes in each course outline; (b) writing SLOs for higher education courses which included critical thinking skills and measurable outcomes wherever possible. After several revisions and continuing dialogue, in May 2005 the Curriculum Committee approved a new template (COR Guide) for an integrated course outline of record, placing central emphasis on the incorporation of appropriate SLOs into each course outline.

Outcomes assessment and development of formalized SLOs at Riverside Community College District began as a response to extrinsic pressures; faculty and administration came to understand rather slowly the intrinsic purpose of developing appropriate SLOs and conducting outcomes assessment, namely, to improve the district's institutions and to help students to become better learners. The district now recognizes and promotes certain formal assessment methodologies as a practical tool for improving programs, curriculum, teaching, and learning. These include:

- The district's shift to a Learner-Centered Curriculum Framework, developed in 2000-2002 and approved by the Board of Trustees in 2002.
- The formation of a District Assessment Committee (DAC), comprised of a group of dedicated instructors, administrators, support staff, and occasional student members.
- The formation of a Program Review Committee (linked with DAC) to review instructional and student services programs on a regular basis as a means of: (a) providing increased communication between disciplines and strategic planning groups as they make recommendations about future facilities, staffing, and equipment; (b) encouraging disciplines and programs to develop and then assess student learning outcomes at the program, discipline and course level.
- The establishment of appropriate SLOs for course outlines of record that incorporate critical thinking skills and, wherever possible, measurable outcomes.

The **District Assessment Committee (DAC)** was originally established as a kind of informal sub-committee of the District Academic Senate in fall 2000 with a core group of about 10-15 faculty members, drawn from a wide variety of disciplines. Today, it is a formal committee co-chaired by a faculty member and the Associate Vice Chancellor for Institutional Effectiveness. Two elected faculty members from each campus act as the voting body on the committee, but all faculty and staff with an interest in outcomes assessment have been welcome to join. DAC typically meets once a month during the academic year, and coordinates its activities with the Program Review Committee, closely integrating the outcomes assessment process with the program review process for all disciplines and non-

instructional units. Lately, the faculty co-chair has become very active in advocacy for assessment issues at the state and national levels.

The **District Program Review Committee** (PRC), established in Fall 2000, underwent many changes as the committee was re-defined through its interactions with the DAC, the Curriculum Committee, and the Academic Senate. Some of these changes have been driven by the district's transition to three-college status.⁴ The formal committee is now a sub-committee of the District Academic Senate. The PRC is headed by a faculty co-chair and the Associate Vice Chancellor for Institutional Effectiveness. Committee membership includes elected faculty representatives from each campus, a representative from the District Assessment Committee, and staff representation from the Office of Institutional Research and

⁴ The PRC was initially formed to revise the process of program review. The old process was not being followed; it was perceived by departments and faculty as somewhat pointless, since the recommendations of these reviews were not being used in planning for resources, staffing, and facilities by the district. The PRC began by researching and learning about the various types of PR studies. In 2001 a new process devised by the PRC was piloted by five disciplines. After much feedback and discussion, revisions were made to the process, and a second group of disciplines began their reviews. A significant lag in the promised completion dates caused the PRC to recognize a need for training and a written guide to the self study process prior to undergoing the self-study. Since 2003, as new groups have undergone program review, revisions have been made to the training, the handbook, and the process itself. All of these revisions have grown out of (1) dialogue with program review teams as various instructional units complete the process, (2) discussions among PRC members, and (3) interaction with the DAC, whose co-chair is now a permanent advisory member of the PRC meetings.

from Student Support Services/Counseling. PRC typically meets once a month during the academic year.

The current emphasis of the PRC is on comprehensive, regular program review by defined academic and student services units at the college on a four-year rotating cycle, with annual campus-based updates. The purpose of program review is threefold:

- To provide training and guidance for those disciplines undergoing PR.
- To review instructional program reviews and make recommendations for acceptance or revision of these studies.
- To continue to evaluate and, when necessary, make recommendations for revisions to the program review process and the role of the PRC.

Committee Dialogue for Institutional Change

In 2003, the DAC and PRC began to work together more closely to coordinate their respective responsibilities for assessment of programs, courses, and student learning. Initially, these two committees made recommendations for changes to the district course outlines of record to include SLOs incorporating critical thinking skills. SLOs were to focus on what students should have accomplished upon successful completion of a course.

Meeting this goal clarified the need for DAC and PRC to dialogue with the District Curriculum Committee on revising the entire course outline template for the district. After several meetings and discussions with all three committees, the curriculum committee members received training in how to develop and write an integrated course outline of record by defining appropriate SLOs using Bloom's Taxonomy of Educational Objectives as a guide, and aligning SLOs

with clearly delineated methods of instruction and evaluation.

Through a process of constant dialogue and study, in coordination with the PRC and the DAC, the Curriculum Committee developed a new integrated course template requiring course originators to list appropriate student learning outcomes (SLOs). By fall 2003, all new and revised course outlines were being changed to include SLOs that incorporated critical thinking skills. After several revisions, a new COR template and step-by-step guide were approved in fall 2005 that met all the objectives laid out by the District Assessment and Program Review Committees.

To assure widespread faculty awareness of the need for integrated SLOs and assessment of learning effectiveness, **4faculty.org** was created. This is a web-based series of training modules for community college faculty developed within, and maintained by, the RCCD Office of Institutional Effectiveness. *4Faculty* provides instructors with advice on creation of student learning outcomes, assessment methodologies, and teaching techniques to improve student learning. The Quick Start Guide, largely targeted at part-time faculty, assists faculty in understanding their students as learners, planning their courses, building their syllabi using SLOs and clear assessment methods, making a good first impression, and preparing vital records. A module on SLOs, introduced in fall 2005, helps faculty see the link between the creation of SLOs and assessment.

Current Status of Student Learning Outcomes Development at RCCD

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district, campus, program, and course level. In particular:

- General education SLOs for academic and vocational degree programs have been established for the district and colleges as a whole. They were approved by the Board of Trustees in December 2006 and will be printed in the next RCCD catalog.
- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for the more than 37 instructional disciplines and student support units that have completed program review;
- By fall 2007, course outlines of record for a majority of courses in the district will have been updated to include integrated student learning outcomes. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, about 35 disciplines will have completed some portion of the assessment project that they proposed in their comprehensive program reviews.
- To date, 20 disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment.

RCCD General Education Student Learning Outcomes for Academic and Vocational Degree Programs

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)
3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)
4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility)

Activities and Evidence Regarding Effectiveness of SLOs and Assessment Outcomes Projects, 2001-2006

The District Assessment Committee's (DAC) involvement in the development and refinement of assessment guidelines for disciplines undergoing program review has been discussed above. Activities leading to more effective assessment of student learning have included the following:

- In the 2001-2002 school year, the District Assessment Committee secured a commitment from eight discipline faculty members (in English, history, mathematics, and computer information systems) for several classroom-based assessment projects. These faculty members were trained in assessment methods before starting their projects.
- The following year (2002-2003), these classroom-based assessment projects were completed and evaluated. The committee also developed an assessment plan for the district and continued to offer workshops and training sessions on assessment.
- In 2003-2004, DAC administered the CCSEQ (Community College Student Experiences Questionnaire) to a repre-

sentative sample of students as an indirect measure of student learning gains and developed an inventory of institutional effectiveness measures.

- In 2004-2005, DAC continued to consult with disciplines undertaking program review and conducted additional training sessions and workshops on assessment, including an all-day workshop.
- Finally, in the past year (2005-2006) DAC worked to define more clearly its assessment requirements for disciplines undergoing program review; administered the CCSEQ a second time; and began discussion with an occupational education task force regarding implementing SLOs in occupational programs.

Evidence of progress in the development and utilization of SLOs and assessment projects to enhance student learning includes:

- Development of district level SLOs and a fully articulated RCCD Assessment Plan

- Development of student support services and administrative unit program review instructional guides
- Development of program level SLOs for all programs under the purview of Student Support Services
- Completion of the first comprehensive Student Support Services program review with SLOs, SAOs (service area outcomes) and defined assessment measures
- Initiation of administrative unit program review process, to include unit SLOs
- Significant progress towards including appropriate SLOs within integrated course outlines for all courses in the district
- Initial progress towards including course outline SLOs within instructor syllabi for all courses taught in the district.
- Initial progress towards including program level SLOs for 7 academic disciplines⁵
- Moderate progress towards including program level SLOs for occupational certificate/degree programs
- Integration of resource needs identified by disciplines, student services, and administrative unit program reviews into the district and campus resource allocation processes.
- Development of a 6-step rubric for describing program and instructional discipline assessment efforts as a way of encouraging progress in undertaking assessment projects and refining SLOs
- Collection of data on perceived student learning gains via two administrations of the CCSEQ (in 2004 and 2006)

- Successful implementation of classroom-based assessment plans for disciplines undertaking program review
- Development of an assessment audit for disciplines to inventory the work already being done in their area on measurement of student learning.
- Funding through a Title V grant of Outcomes Assessment Specialist (OAS) positions at all three campuses in the district. Duties of the OAS include assisting the disciplines with the development, collection, analysis, and interpretation of SLOs data.

Plans for Continued SLO Development and Assessment Outcomes Projects

The DAC and PRC are developing a comprehensive set of measures and processes that will enable the district to report on, assess, and improve its effectiveness, and a means of assuring that current data more actively and consistently improves learning in all institutions within the district.

Other **plans for assessment and SLOs** development include:

- Continued efforts to assist all instructional disciplines in implementing a course-focused assessment cycle and reporting on the results in program reviews and annual updates to those reviews;
- Completion of a matrix for each district course that meets general education requirements which aligns its outcomes with gen ed SLOs developed for RCCD
- Continued refinement and testing of the validity of SLOs included in the course outlines of record for instructional disciplines undergoing program review
- Inclusion of program level SLOs for instructional disciplines during the second cycle of comprehensive program reviews

⁵ These disciplines include: Construction, Philosophy, Humanities, Anthropology, Chemistry, Speech Communication, Early Childhood Education, Economics, and History.

- Assisting disciplines whose courses meet general education requirements and who have aligned course SLOs with gen ed SLOs, to provide evidence that students taking those courses actually achieve those learning outcomes.
- Direct assessment of student artifacts (e.g., e-portfolios) to measure the work of students taking general education courses against a carefully designed rubric focusing on a single general education competency.
- Working with the Office of Institutional Research to analyze or review existing data for assessment purposes.
- Development of a program review guide and improved outcomes assessment techniques for non-instructional and administrative units such as Student Services, Library, and Disabled Student Services.

Most occupational programs are required by external licensing bodies to adhere to, assess, and meet specified learning outcomes using established procedures and following federal and state codes and regulations. In order to synthesize these external procedures with local assessment of student progress, in fall 2006 the district's Associate Vice Chancellor of Occupational Education began working with occupational faculty on the reformulation of their existing SLOs and the establishment of meaningful assessment tools in order to meet both licensing requirements and accreditation standards.

Assessment and SLOs at Norco Campus

With active members on the District PRC, the DAC, and Curriculum Committee, Norco Campus has taken the lead in encouraging its discipline and department faculty to engage in program review, the creation/revision of integrated course outlines of record incorporating the new SLOs, and the development of course- and class-

room-based assessment projects. Assessment, program review, and SLOs-based activities at Norco include:

- Course- and classroom-based assessment projects at Norco (English, humanities, ESL, math, and library)
- Heavy involvement of Norco faculty in the Program Review and District Assessment Committees (co-chairs of both committees are from Norco)
- Development by a Norco faculty member of the *COR Guide* for writing integrated course outlines of record incorporating appropriate SLOs
- Strong, active membership of Norco Campus faculty in the District Curriculum Committee
- Active involvement of Norco faculty in providing in-service training on SLOs and integrated course outlines at both campus and district level
- Primary involvement of Norco faculty in assessment training and assistance to disciplines in writing assessment projects at both campus and district level
- Development of a clear and detailed Norco Mission Statement, and discussion of its relationship to Gen Ed (district) SLOs
- Participation of Norco faculty in workshops to develop Gen Ed SLOs for the district (fall 2003),

Conclusions

RCCD has had considerable success in its effort to develop an institutional culture of assessment, despite some challenges common to all California community colleges and others unique to it. These include:

- (1) a budget climate that is not hospitable to innovative programs or professional development;
- (2) the demands placed by assessment and course outline revision on faculty

who already have demanding responsibilities;

(3) the heavy reliance of the district, like all community colleges in California, on adjunct faculty, which makes collaborative outcomes assessment difficult to achieve in certain disciplines;

(4) the difficult task of doing course-based assessment.

In addition, the district has had to implement assessment while in the process of converting from a three-campus college to a three-college district. Also, the organizational structure of the campuses (multidisciplinary departments with individual disciplines loosely organized across the three campuses and off-campus sites) is not particularly conducive to effective course-based assessment efforts, although discussion is ongoing about methods of implementing assessment given these limitations. In general, however, RCCD has made considerable progress in creating and implementing student learning outcomes at the institutional, program, and course levels. Further, the district is making a consistent effort to conduct outcomes-based assessment in a variety of modalities with the goal of using the results of assessment and data collection to improve student learning within and across all local campuses and district-based programs and constituencies.

**General and Longitudinal Data
Norco Campus and RCCD**

Riverside County

City Population Estimates with Annual Percent Change 2005 & 2006

City/County	Total Population		Percent Change
	2005	2006	
BANNING	28,130	28,128	0.0%
BEAUMONT	19,105	23,145	21.1%
BLYTHE	22,089	22,179	0.4%
CALIMESA	7,482	7,415	-0.9%
CANYON LAKE	10,981	10,939	-0.4%
CATHEDRAL CITY	50,957	51,081	0.2%
COACHELLA	30,964	35,207	13.7%
CORONA	144,992	144,661	-0.2%
DESERT HOT SPRINGS	19,507	22,011	12.8%
HEMET	66,873	69,544	4.0%
INDIAN WELLS	4,810	4,865	1.1%
INDIO	66,539	71,654	7.7%
LA QUINTA	36,377	38,340	5.4%
LAKE ELSINORE	38,289	40,985	7.0%
MORENO VALLEY	166,385	174,565	4.9%
MURRIETA	85,648	92,933	8.5%
NORCO	26,846	27,263	1.6%
PALM DESERT	49,595	49,539	-0.1%
PALM SPRINGS	46,000	46,437	1.0%
PERRIS	44,880	47,139	5.0%
RANCHO MIRAGE	16,520	16,672	0.9%
RIVERSIDE	287,321	287,820	0.2%
SAN JACINTO	28,618	31,066	8.6%
TEMECULA	81,921	93,923	14.7%
BALANCE OF COUNTY	507,482	515,819	1.6%
RIVERSIDE COUNTY	1,888,311	1,953,330	3.4%

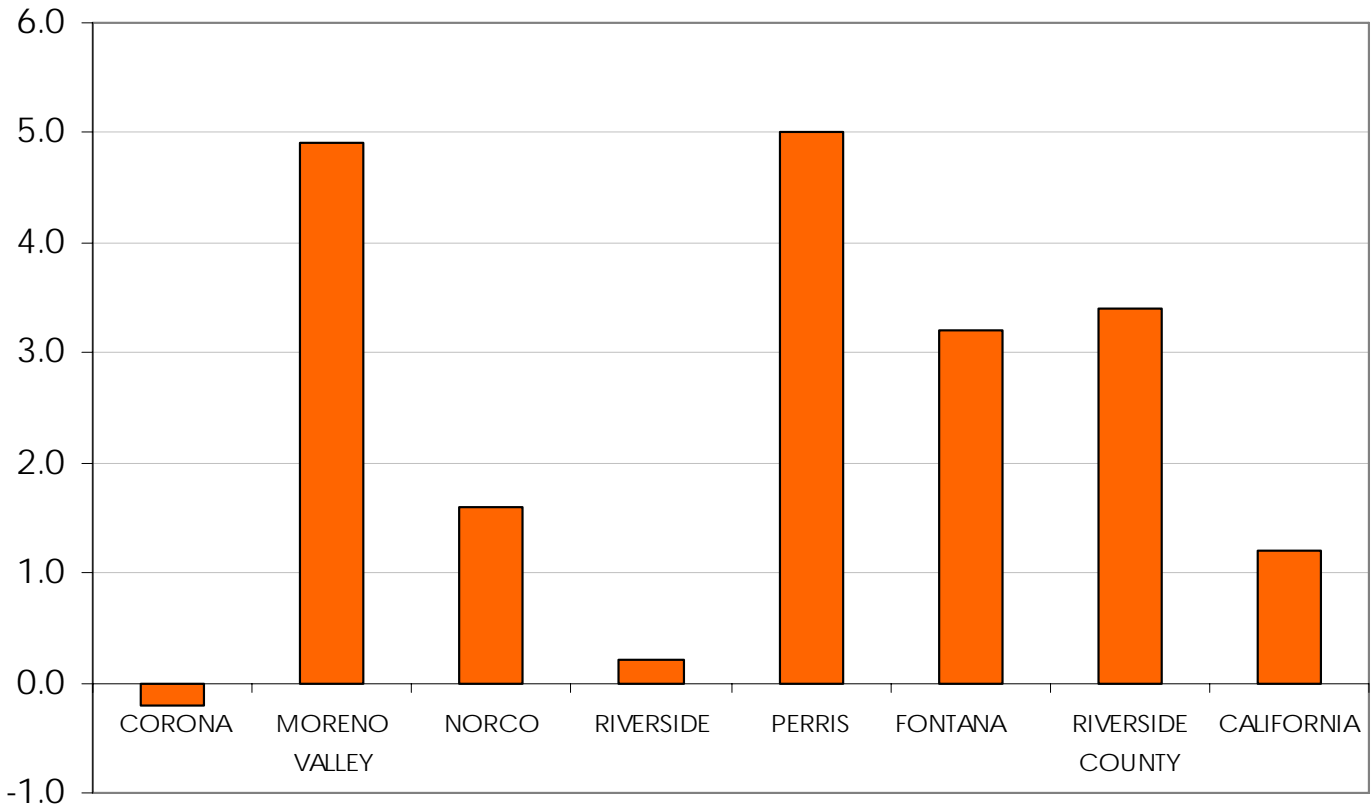
Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

RCCD Service Area

General Population – Selected Cities

2006

**Percentage Growth, General Population, 2005-06
Selected Cities in RCCD Service Area**



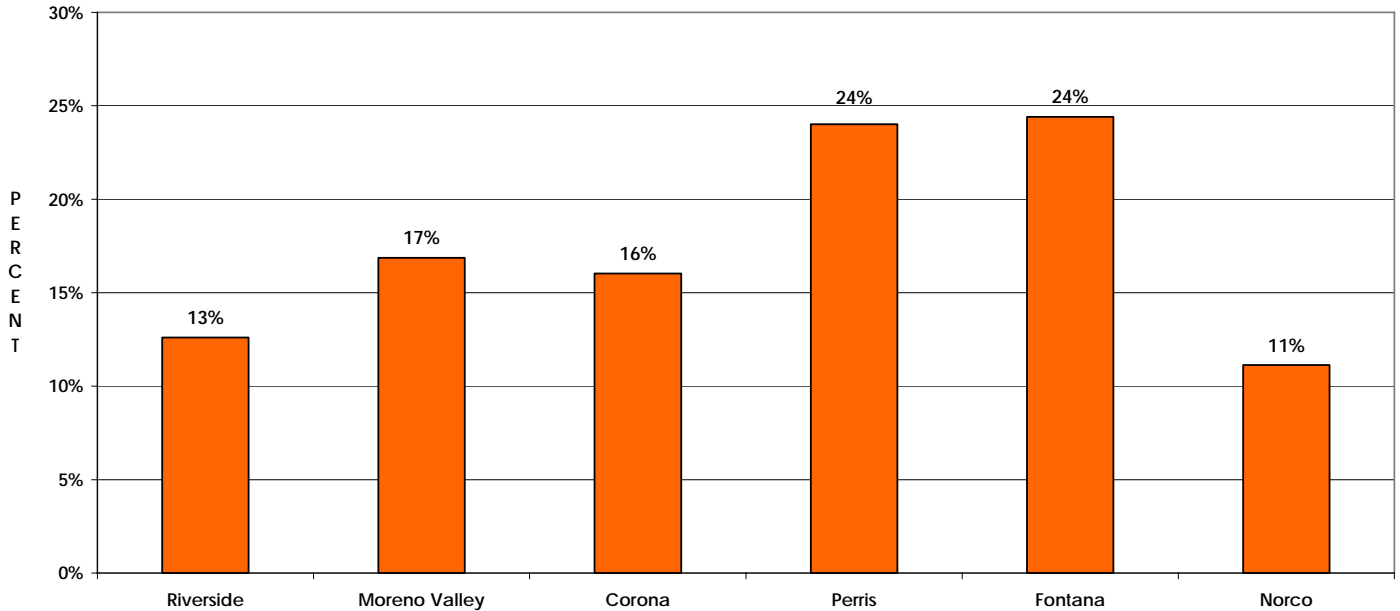
	2006	2005-06
RIVERSIDE COUNTY	1,953,330	3.4
CORONA	144,661	-0.2
MORENO VALLEY	174,565	4.9
NORCO	27,263	1.6
PERRIS	47,139	5.0
RIVERSIDE	287,820	0.2
SAN BERNARDINO COUNTY	1,991,829	2.1
FONTANA	165,462	3.2

Source: State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District
RCCD Service Area

Population Changes for selected cities 2000-06

2000-06 Percentage Change in Population for RCCD Service Area Cities



(Students from these cities accounted for 75% of all Fall 2005 RCCD students.)

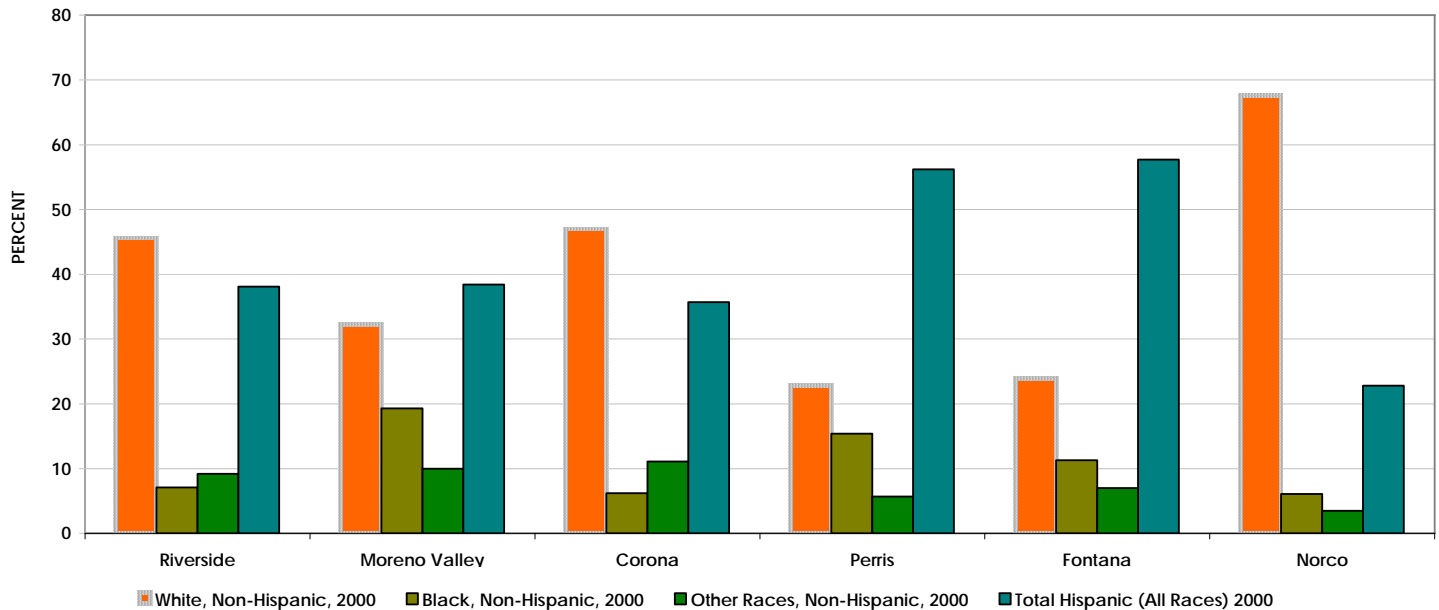
	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Total Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Total Population, 2006	287,321	166,385	144,992	44,880	160,409	26,846
Percent Change 2000-2006	13%	17%	16%	24%	24%	11%

Source: RCCD Institutional Research, 2006; State of California, Department of Finance, *E-1 Population Estimates for Cities, Counties and the State with Annual Percent Change — January 1, 2005 and 2006*. Sacramento, California, May 2006.

Riverside Community College District RCCD Service Area

Ethnicity 2000

2000 Ethnicity for RCCD Service Area Cities



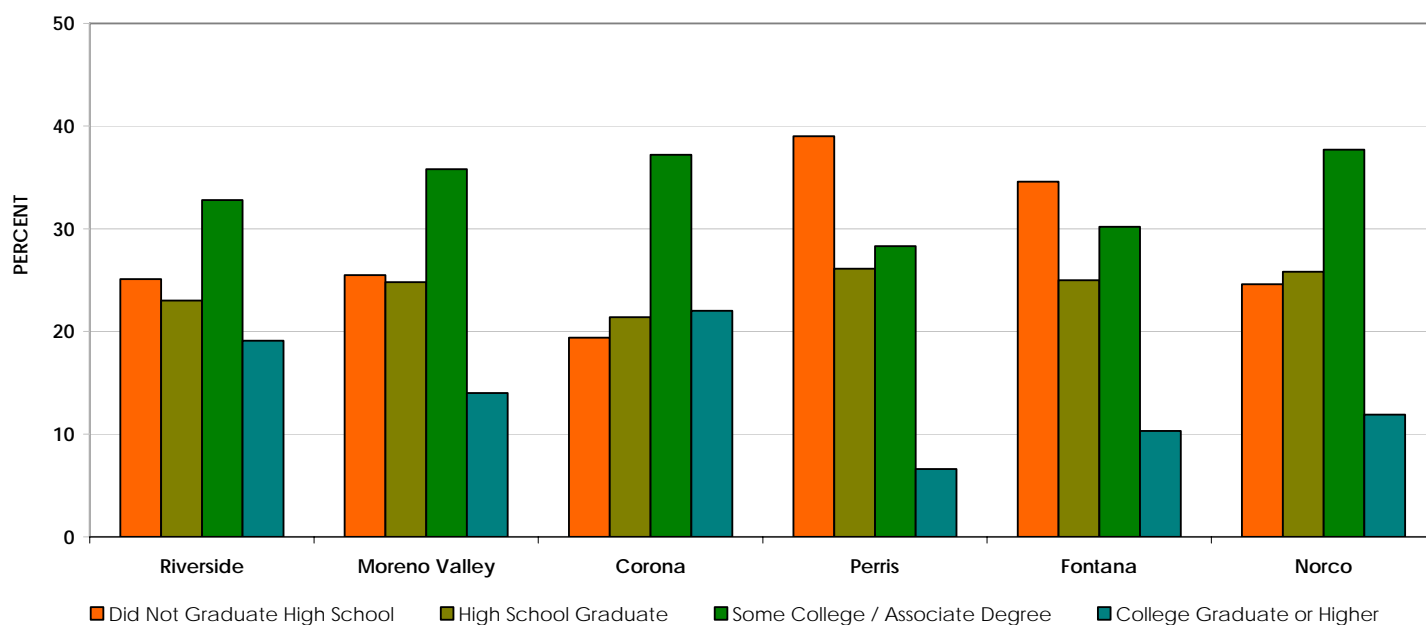
(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2000	116,356	45,847	58,734	8,251	30,814	16,330
Black, Non-Hispanic, 2000	18,117	27,480	7,748	5,573	14,569	1,474
Other Races, Non-Hispanic, 2000	23,475	14,238	13,871	2,063	9,025	845
Total Hispanic (All Races) 2000	97,218	54,674	44,613	20,338	74,392	5,508
Total Population, 2000	255,166	142,239	124,966	36,225	128,800	24,157

Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

Riverside Community College District RCCD Service Area Educational Attainment 2000

2000 Educational Attainment for RCCD Service Area Cities



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

Source: State of the Cities Data Systems (SOCDS), <http://socds.huduser.org/index.html>

RCCD Service Area

Feeder School Enrollments by district and grade levels, 2001-02 through 2005-06

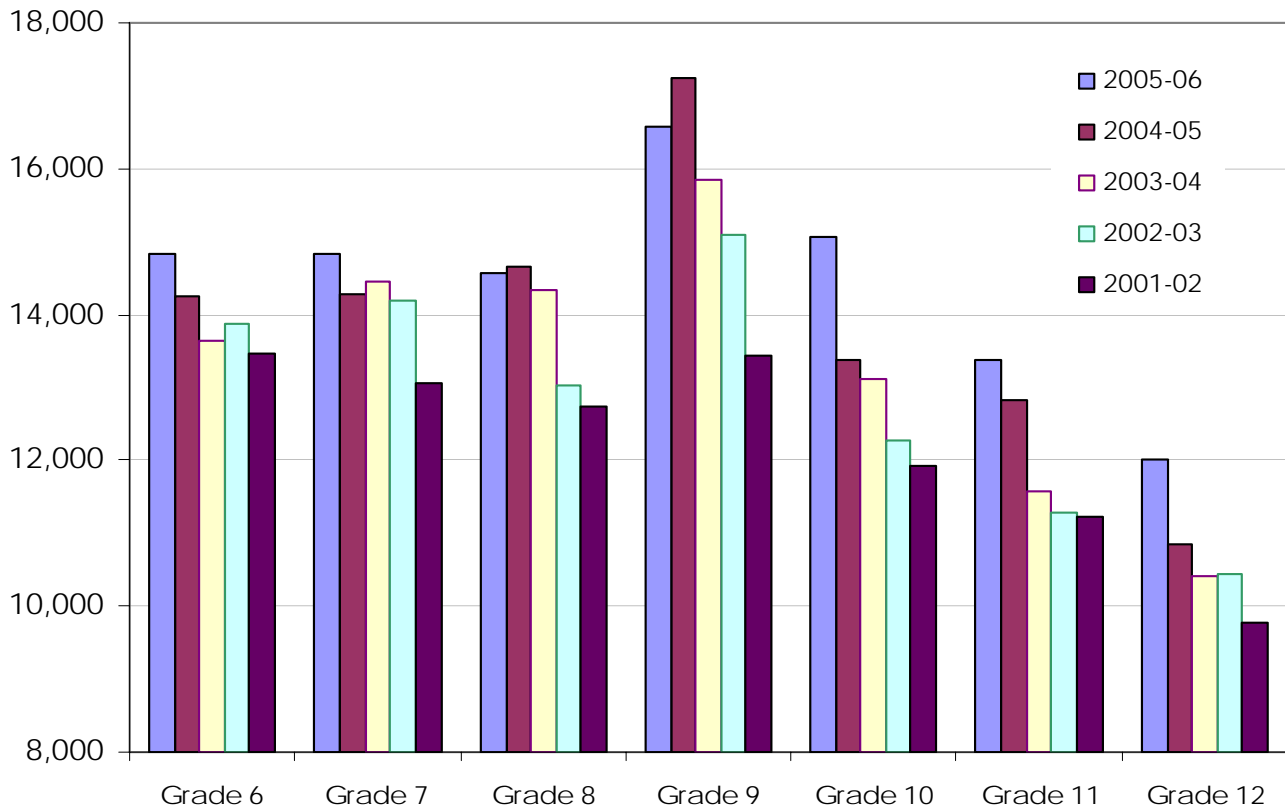
Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
Alvord	2003-04	1,496	1,646	1,604	1,366	1,451	1,254	1,156
Alvord	2002-03	1,619	1,584	1,341	1,460	1,285	1,229	1,207
Alvord	2001-02	1,574	1,308	1,413	1,251	1,244	1,255	1,035
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
Corona-Norco	2003-04	3,466	3,604	3,640	3,532	3,237	3,072	2,905
Corona-Norco	2002-03	3,403	3,540	3,282	3,193	3,059	2,934	2,830
Corona-Norco	2001-02	3,301	3,164	2,999	3,003	2,871	2,797	2,579
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
Jurupa	2003-04	1,624	1,705	1,753	1,600	1,626	1,409	1,260
Jurupa	2002-03	1,687	1,758	1,603	1,633	1,489	1,348	1,239
Jurupa	2001-02	1,727	1,641	1,594	1,536	1,409	1,333	1,223
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
Moreno Valley	2003-04	2,726	2,857	2,850	3,106	2,984	2,508	1,930
Moreno Valley	2002-03	2,852	2,794	2,713	3,033	2,765	2,462	1,942
Moreno Valley	2001-02	2,690	2,784	2,627	2,809	2,729	2,264	1,959
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
Riverside	2003-04	3,171	3,566	3,397	4,612	3,121	2,873	2,522
Riverside	2002-03	3,319	3,482	3,197	4,253	3,098	2,827	2,564
Riverside	2001-02	3,180	3,280	3,236	3,532	3,208	2,874	2,360
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635
Val Verde	2003-04	1,145	1,077	1,083	1,629	688	470	642
Val Verde	2002-03	1,005	1,047	906	1,509	579	473	657
Val Verde	2001-02	979	882	876	1,313	449	711	609

Source: California Department of Education Data Quest web page: <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006. RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

Feeder School District Enrollments by grade levels, 2001-02 through 2005-06

**Feeder School Enrollments by Grade Levels
2001-02 through 2005-06**



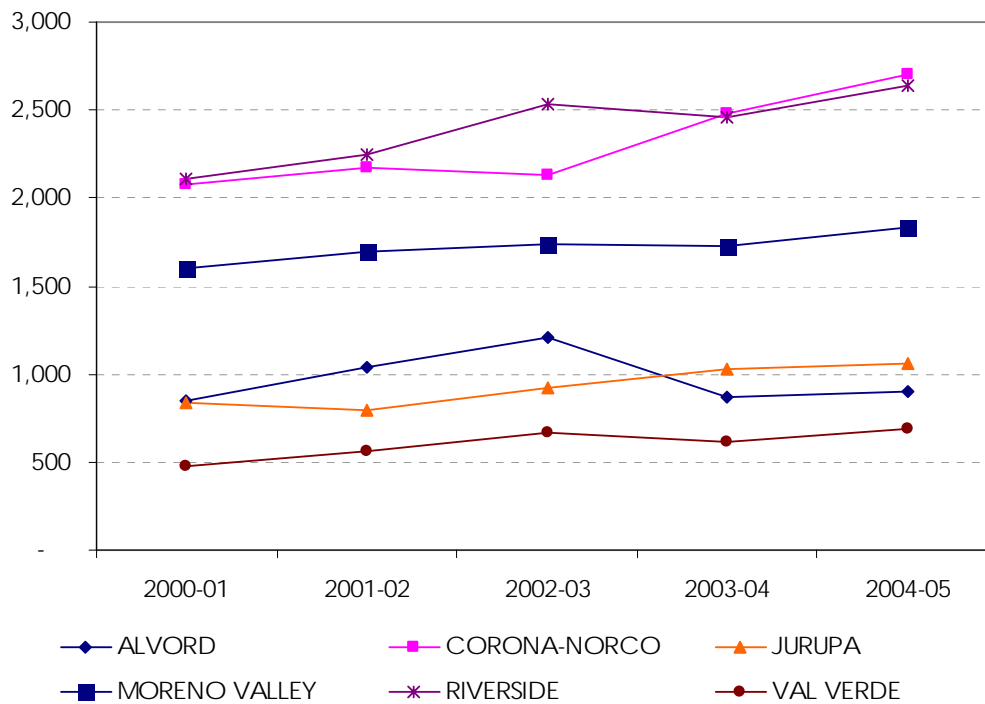
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847
District Totals	2003-04	13,628	14,455	14,327	15,845	13,107	11,586	10,415
District Totals	2002-03	13,885	14,205	13,042	15,081	12,275	11,273	10,439
District Totals	2001-02	13,451	13,059	12,745	13,444	11,910	11,234	9,765

Source: California Department of Education Data Quest web page: <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006. RCCD feeder school districts include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area

RCCD Feeder High School District Graduates 2000-01 through 2004-05

Graduates from RCCD Feeder School Districts



Graduates from RCCD Feeder School Districts, 2000-01 to 2005-06

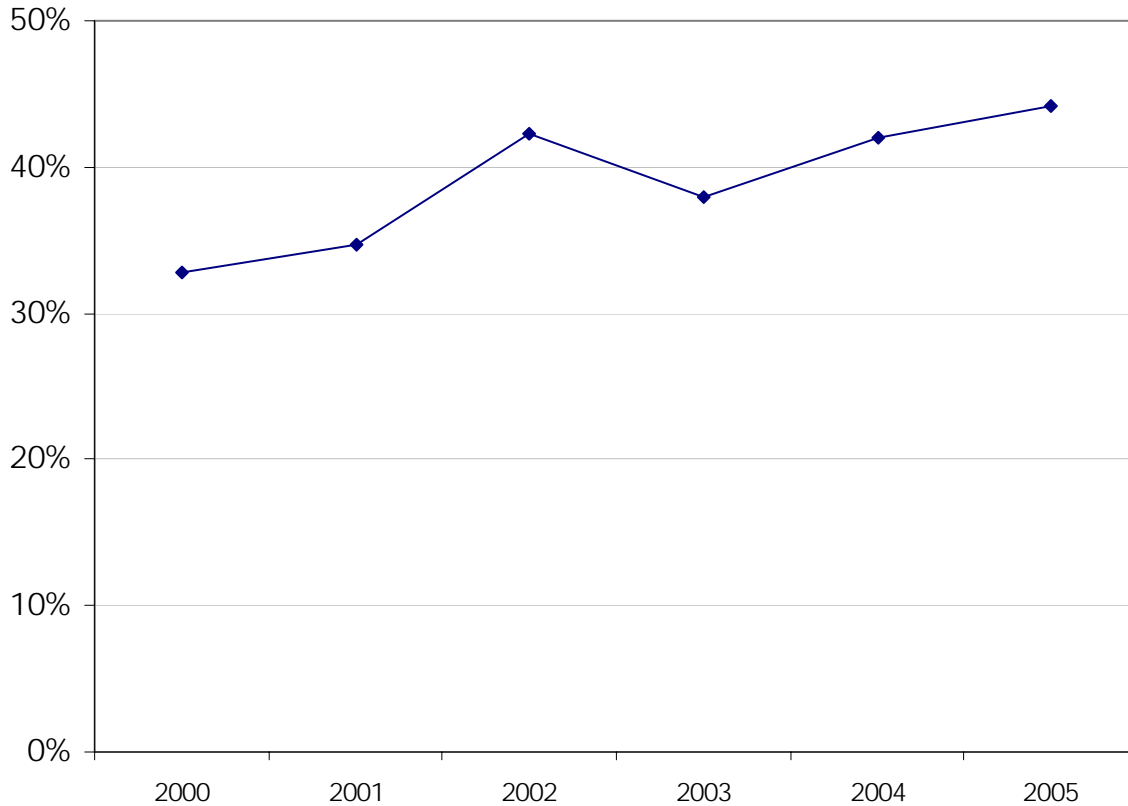
	2000-01	2001-02	2002-03	2003-04	2004-05	Change from 2000-01 to 2005-06
ALVORD	843	1,035	1,207	872	899	7%
CORONA-NORCO	2,080	2,170	2,134	2,479	2,707	30%
JURUPA	836	797	923	1,029	1,055	26%
MORENO VALLEY	1,605	1,694	1,738	1,724	1,837	14%
RIVERSIDE	2,113	2,248	2,529	2,455	2,636	25%
VAL VERDE	472	558	664	618	685	45%
TOTAL	7,949	8,502	9,195	9,177	9,819	24%

Source: California Department of Education Data Quest web page; <http://data1.cde.ca.gov/dataquest>. Sacramento, California, August 2006.

RCCD Service Area

College Going Rates for RCCD Feeder Districts, 2000-2005

RCCD College Going Rates, 2000-2005



College Going Rate

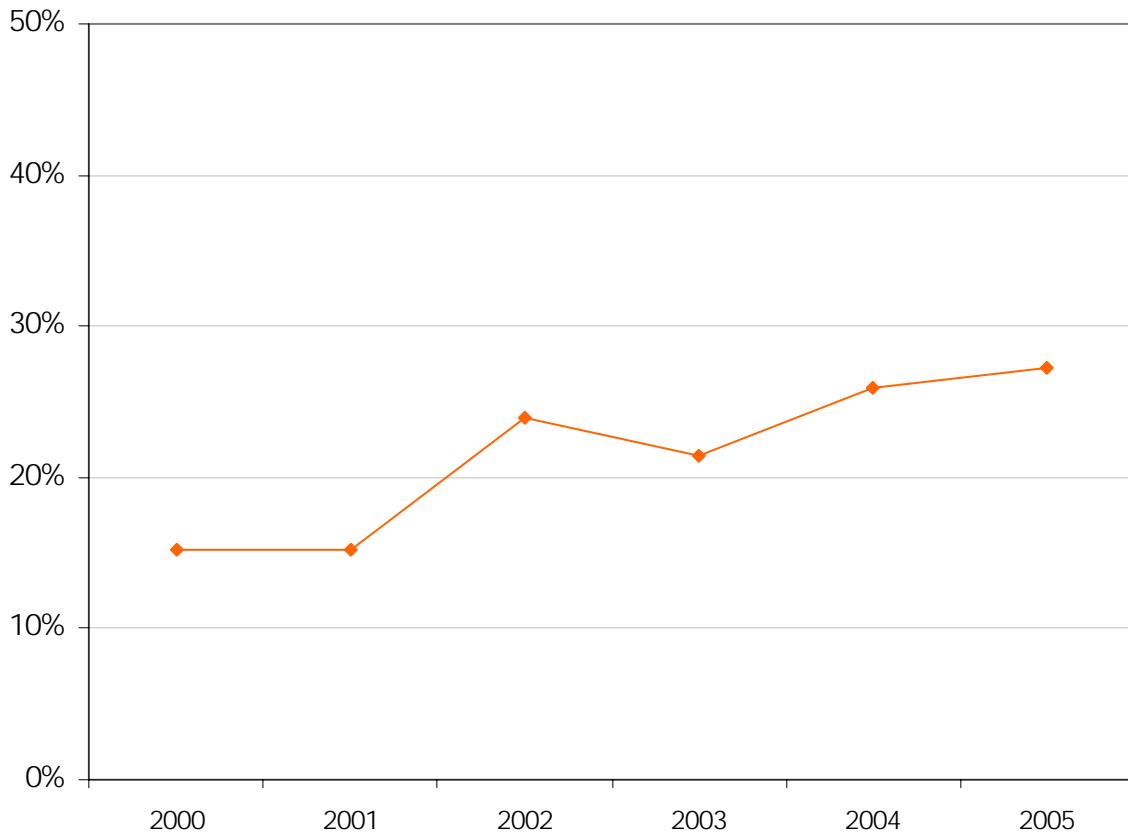
2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%

“College Going Rate” is the percent of recent high school graduates from our service area who are 19 years and under and attending any community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage: <http://www.cpec.ca.gov/>.

RCCD Service Area Capture Rates for RCCD Feeder Districts, 2000-2005

RCCD Capture Rates, 2000-2005



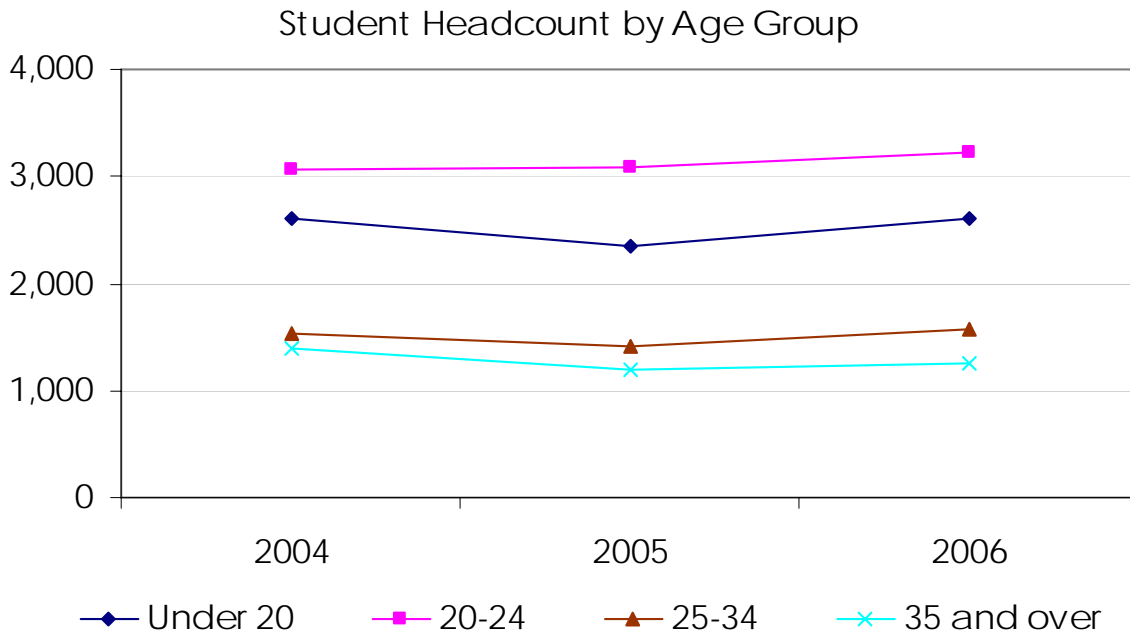
Capture Rate

2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%

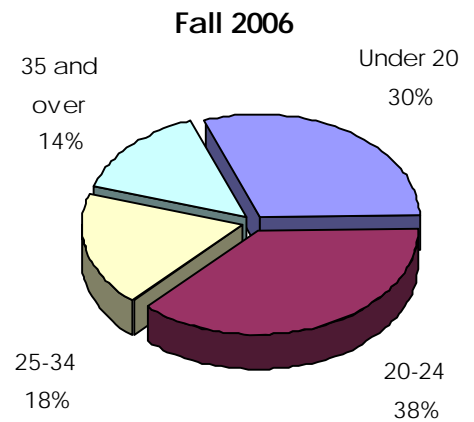
“Capture Rate” is the percent of recent high school graduates from the service area who are 19 years and under *and* attending Riverside Community College during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Source: California Postsecondary Education Commission webpage; <http://www.cpec.ca.gov/>

Norco Campus Student Demographics Age Groups Fall 2004, 2005 & 2006



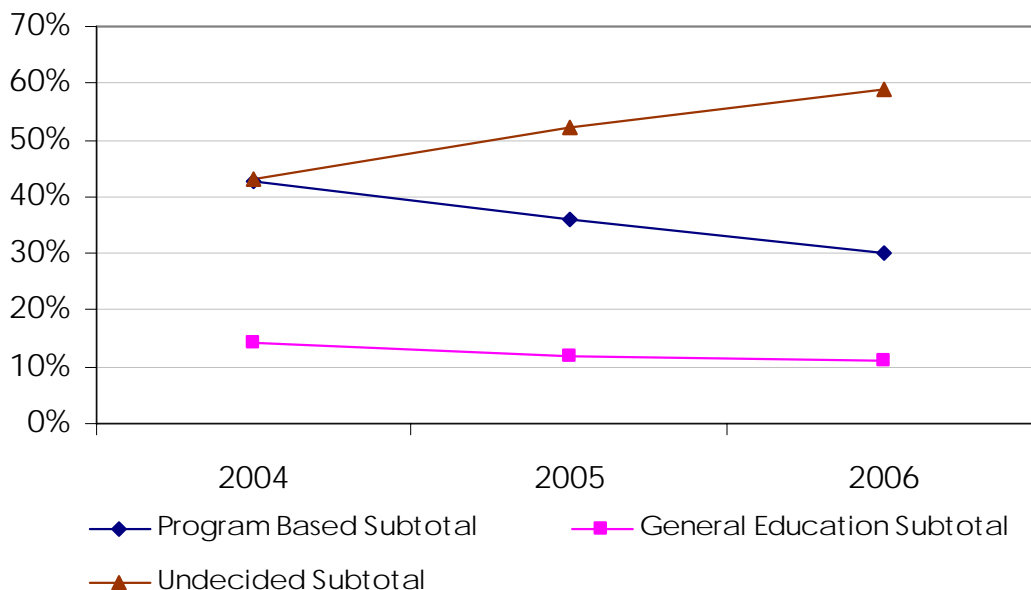
Age Groups	2004	2005	2006
Under 20	2,615 <i>30%</i>	2,358 <i>29%</i>	2,604 <i>30%</i>
20-24	3,066 <i>36%</i>	3,087 <i>38%</i>	3,223 <i>37%</i>
25-34	1,524 <i>18%</i>	1,410 <i>18%</i>	1,563 <i>18%</i>
35 and over	1,387 <i>16%</i>	1,199 <i>15%</i>	1,250 <i>14%</i>
Total	8,592 <i>100%</i>	8,054 <i>100%</i>	8,640 <i>100%</i>



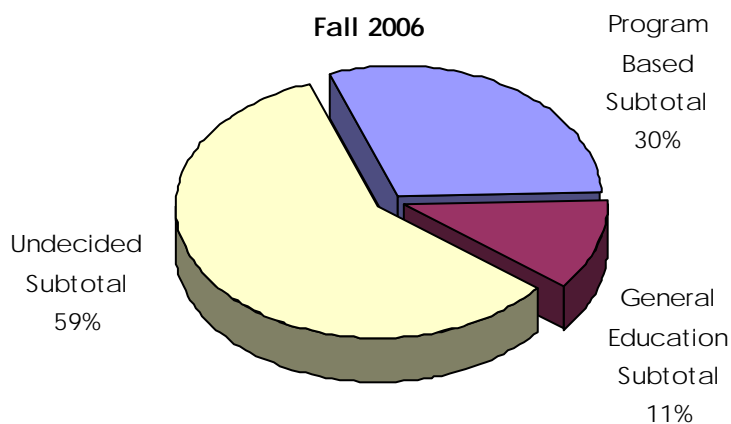
Source for all Norco Campus data: Internal RCCD MIS Data Repository

Norco Campus Student Demographics Educational Goal Fall 2004, 2005 & 2006

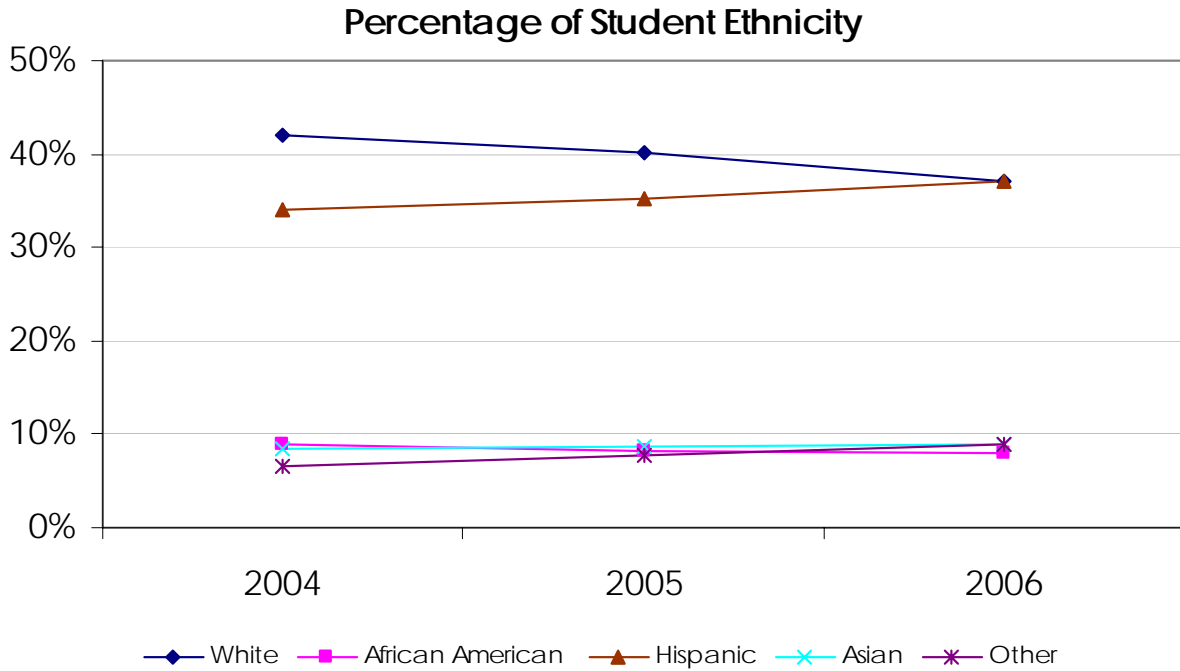
Student Percentage by Educational Goal



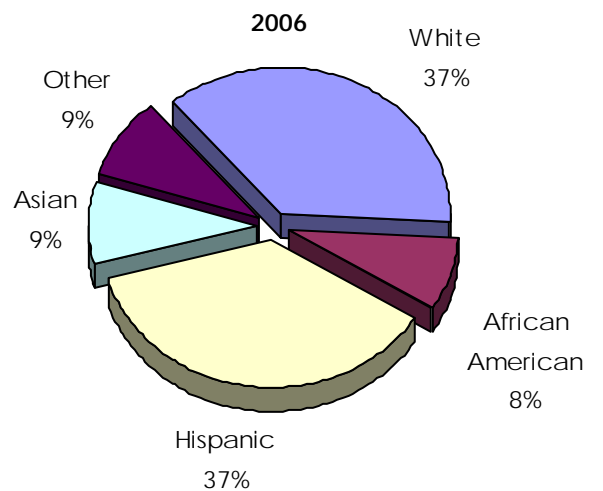
Educational Goal	2004	2005	2006
BA W/AA	2,430	1,940	1,696
BA W/O AA	591	479	430
AA W/O TRANSFER	364	285	285
2YR VOC DEG WO TRANS	123	96	93
2YR VOC CERT WO TRANS	159	104	92
Program Based Subtotal	3,667	2,904	2,596
	43%	36%	30%
PLANNING IN PROGRESS	203	148	129
NEW CAREER PREP	287	194	197
UPDATE JOB SKILLS	167	142	148
MAINTAIN CERT OR LIC	78	68	56
ED DEVELOPMENT	181	130	136
IMPROVE BASIC SKILLS	111	89	84
COMPLETE HS CRED/GED	184	190	195
General Education Subtotal	1,211	961	945
	14%	12%	11%
UNDECIDED	1,889	1,514	1,254
UNCOLLECTED/UNREPORTED	1,826	2,677	3,845
Undecided Subtotal	3,715	4,191	5,099
	43%	52%	59%
Total	8,593	8,056	8,640



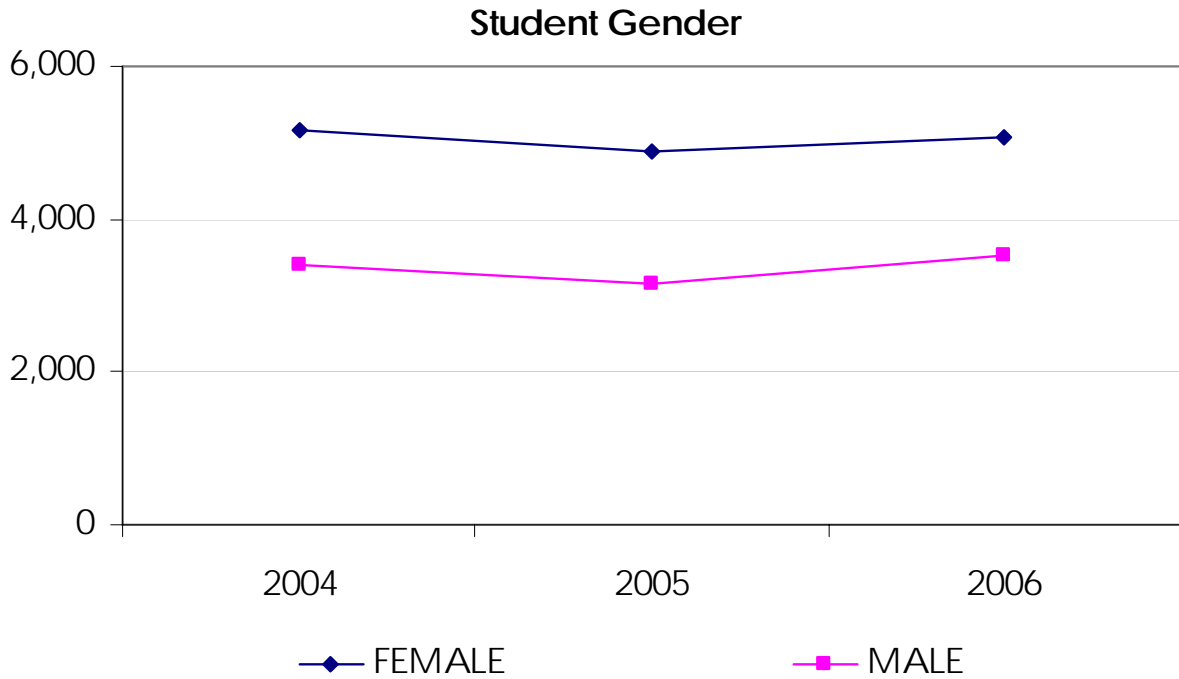
Norco Campus Student Demographics Ethnicity Fall 2004, 2005 & 2006



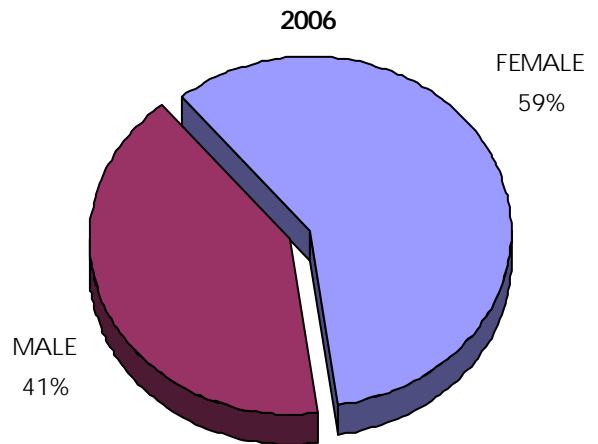
Ethnicity	2004	2005	2006
White	3,616 42%	3,235 40%	3206 37%
African American	760 9%	665 8%	726 8%
Hispanic	2,920 34%	2,831 35%	3179 37%
Asian	726 8%	693 9%	792 9%
Other	570 7%	630 8%	737 9%
Total	8,592 100%	8,054 100%	8,640 100%



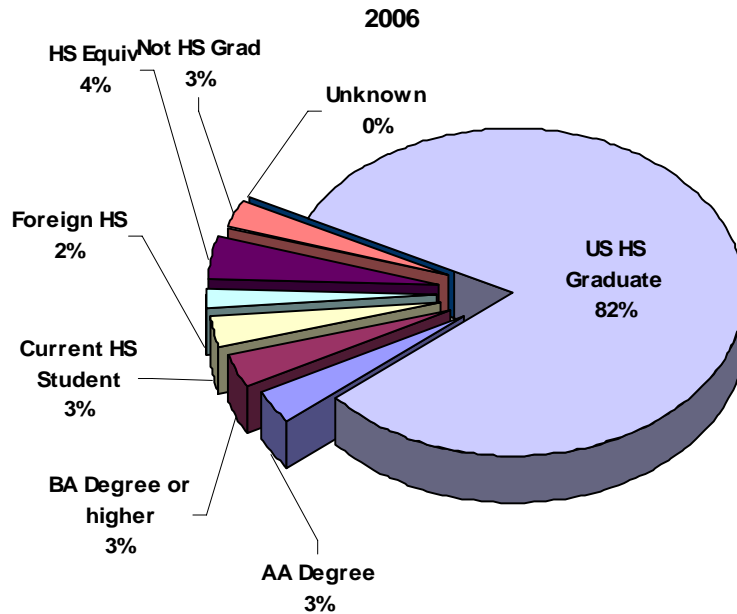
Norco Campus Student Demographics Gender Fall 2004, 2005 & 2006



Gender	2004	2005	2006
FEMALE	5,165 <i>60%</i>	4,882 <i>61%</i>	5,069 <i>59%</i>
MALE	3,402 <i>40%</i>	3,143 <i>39%</i>	3,530 <i>41%</i>
Total	8,567 <i>100%</i>	8,025 <i>100%</i>	8,599 <i>100%</i>

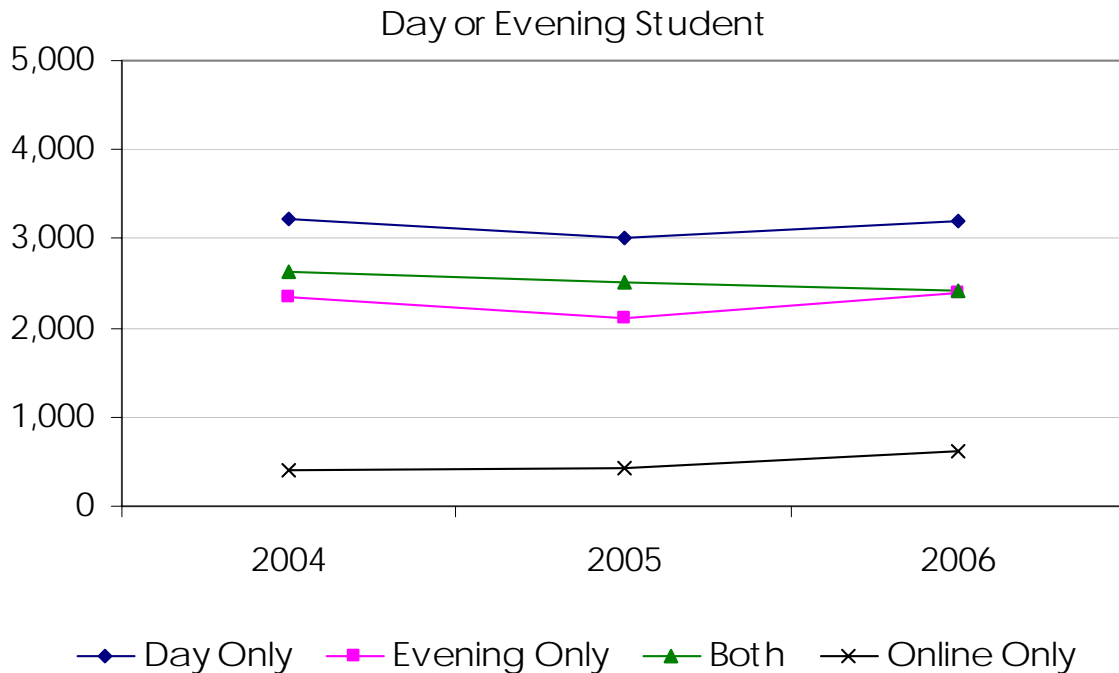


Norco Campus Student Demographics Prior Education Fall 2004, 2005 & 2006

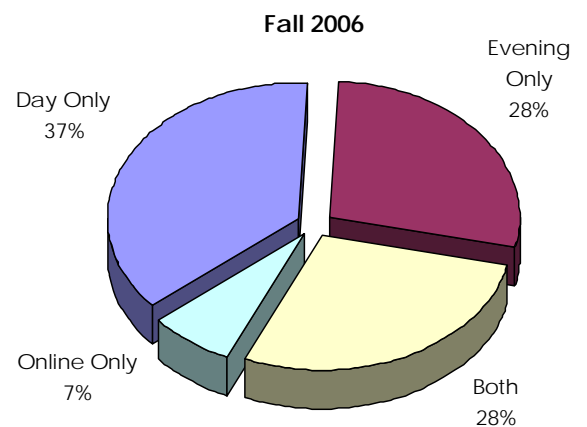


Prior Education	2004	2005	2006
AA Degree	217	241	286
	3%	3%	3%
BA Degree or higher	222	232	280
	3%	3%	3%
Concurrent HS Student	141	89	268
	2%	1%	3%
Foreign HS Graduate	150	133	171
	2%	2%	2%
HS Equiv, Prof Cert, etc	342	325	363
	4%	4%	4%
Not HS Grad	339	317	233
	4%	4%	3%
Unknown	80	6	7
	1%	0%	0%
US HS Graduate	7,102	6,713	7033
	83%	83%	81%
Total	8,593	8,056	8,641
	100%	100%	100%

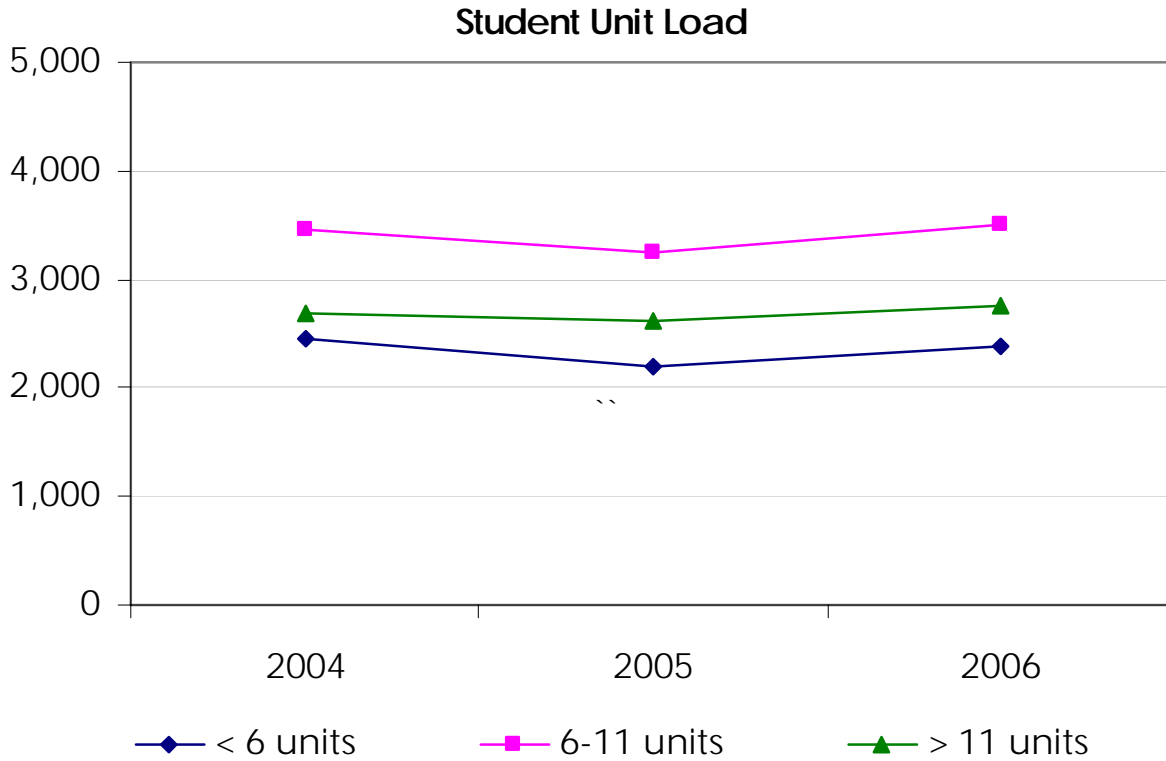
Norco Campus Student Demographics Day or Evening Student Fall 2004, 2005 & 2006



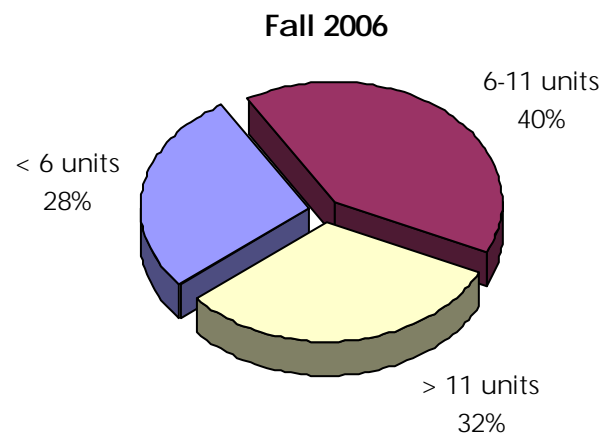
Time of Day	2004	2005	2006
Day Only	3,213 37%	3,017 37%	3,197 37%
Evening Only	2,336 27%	2,108 26%	2,393 28%
Both	2,632 31%	2,507 31%	2,428 28%
Online Only	412 5%	424 5%	623 7%
Total	8,593 100%	8,056 100%	8,641 100%



Norco Campus Student Demographics Student Unit Load Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	2,460 <i>29%</i>	2,198 <i>27%</i>	2,381 <i>28%</i>
6-11 units	3,454 <i>40%</i>	3,247 <i>40%</i>	3,502 <i>41%</i>
> 11 units	2,679 <i>31%</i>	2,611 <i>32%</i>	2,758 <i>32%</i>
Total	8,593 <i>100%</i>	8,056 <i>100%</i>	8,641 <i>100%</i>



Riverside Community College District
Student Outcomes
Retention Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Accounting	865	77.5%
Administration of Justice	2858	96.7%
Air Conditioning / Refrig.	125	92.8%
American Sign Language	395	88.4%
Anatomy & Physiology	774	82.6%
Anthropology	971	88.5%
Arabic	63	92.1%
Architecture	56	96.4%
Art	1457	90.0%
Astronomy	342	82.7%
Automotive Body	121	91.7%
Automotive Technology	416	95.2%
Biology	1001	80.8%
Business Administration	1560	85.9%
Chemistry	962	85.6%
Chinese	39	89.7%
Community Interpretation	87	92.0%
Computer Applications	1050	88.5%
Computer Information Systems	2821	87.0%
Construction	223	96.9%
Cosmetology	365	98.1%
Culinary Arts	173	97.7%
Dance	814	84.3%
Dental Assisting	42	100.0%
Dental Hygiene	266	93.2%
Dental Technology	51	96.1%

Source: Internal RCCD MIS Data Repository. The retention rate is calculated by dividing the numerator (enrollments with A, B, C, D, F, CR, NC, I) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
Student Outcomes

Retention Rates, Disciplines E-L
Fall 2006

	Enrolled	Retention
Discipline	Spaces	Rates
Early Childhood Studies	1366	92.8%
Economics	808	83.3%
Education	158	85.4%
Electronics	42	85.7%
Emergency Medical Services	339	93.2%
Engineering	352	86.1%
English	8357	86.8%
English as a Second Language	1117	93.5%
Fire Technology	1296	99.0%
French	129	79.1%
Geography	866	86.1%
Geology	204	85.3%
German	34	88.2%
Graphics Technology	258	89.5%
Guidance	1397	90.8%
Health Sciences	1988	90.4%
Healthcare Technician	51	92.2%
History	2748	83.8%
Human Services	157	87.9%
Humanities	786	84.0%
Italian	82	84.1%
Japanese	170	86.5%
Journalism	124	82.3%
Library	113	82.3%

Riverside Community College District
Student Outcomes

Retention Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Machine Shop	13	92.3%
Management	254	85.4%
Manufacturing Technology	23	95.7%
Marketing	170	89.4%
Math	9621	82.4%
Medical Assisting	262	87.4%
Microbiology	284	78.9%
Military Science	18	88.9%
Music	2186	90.1%
Nursing Practice	18	100.0%
Oceanography	106	84.0%
Paralegal Studies	120	88.3%
Philosophy	1110	85.8%
Photography	265	78.1%
Physical Education	4276	89.9%
Physical Sciences	193	87.0%
Physician's Assistant	160	96.9%
Physics	457	82.9%
Political Science	1436	84.3%
Psychology	3177	85.1%
Reading	1282	85.3%
Real Estate	494	91.1%
Registered Nursing	827	99.0%
Sociology	2212	89.6%
Spanish	1052	83.9%
Speech	2137	87.4%
Telecommunications	311	88.4%
Theatre	643	92.7%
Vocational Nursing	288	91.3%
Welding	160	90.6%
Work Experience	160	87.5%
Grand Total	74554	87.4%

Riverside Community College District Student Outcomes

Success Rates, Disciplines A-D Fall 2006

Discipline	Enrolled Spaces	Success Rates
Accounting	865	47.7%
Administration of Justice	2,858	91.3%
Air Conditioning / Refrig.	125	74.4%
American Sign Language	395	69.1%
Anatomy & Physiology	774	68.0%
Anthropology	971	74.4%
Arabic	63	66.7%
Architecture	56	82.1%
Art	1,457	74.2%
Astronomy	342	52.3%
Automotive Body	121	83.5%
Automotive Technology	416	80.5%
Biology	1,001	59.2%
Business Administration	1,560	63.8%
Chemistry	962	71.7%
Chinese	39	82.1%
Community Interpretation	87	78.2%
Computer Applications	1,050	54.6%
Computer Information Systems	2,821	54.7%
Construction	223	84.3%
Cosmetology	365	89.3%
Culinary Arts	173	82.1%
Dance	814	69.9%
Dental Assisting	42	95.2%
Dental Hygiene	266	89.8%
Dental Technology	51	92.2%

Source: Internal RCCD MIS Data Repository. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Riverside Community College District
Student Outcomes
Success Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Early Childhood Studies	1,366	74.5%
Economics	808	57.3%
Education	158	71.5%
Electronics	42	66.7%
Emergency Medical Services	339	69.6%
Engineering	352	70.5%
English	8,357	65.5%
English as a Second Language	1,117	73.1%
Fire Technology	1,296	94.7%
French	129	55.8%
Geography	866	66.2%
Geology	204	70.1%
German	34	58.8%
Graphics Technology	258	80.6%
Guidance	1,397	70.4%
Health Sciences	1,988	66.4%
Healthcare Technician	51	86.3%
History	2,748	57.1%
Human Services	157	86.0%
Humanities	786	66.2%
Italian	82	70.7%
Japanese	170	68.2%
Journalism	124	66.1%
Library	113	58.4%

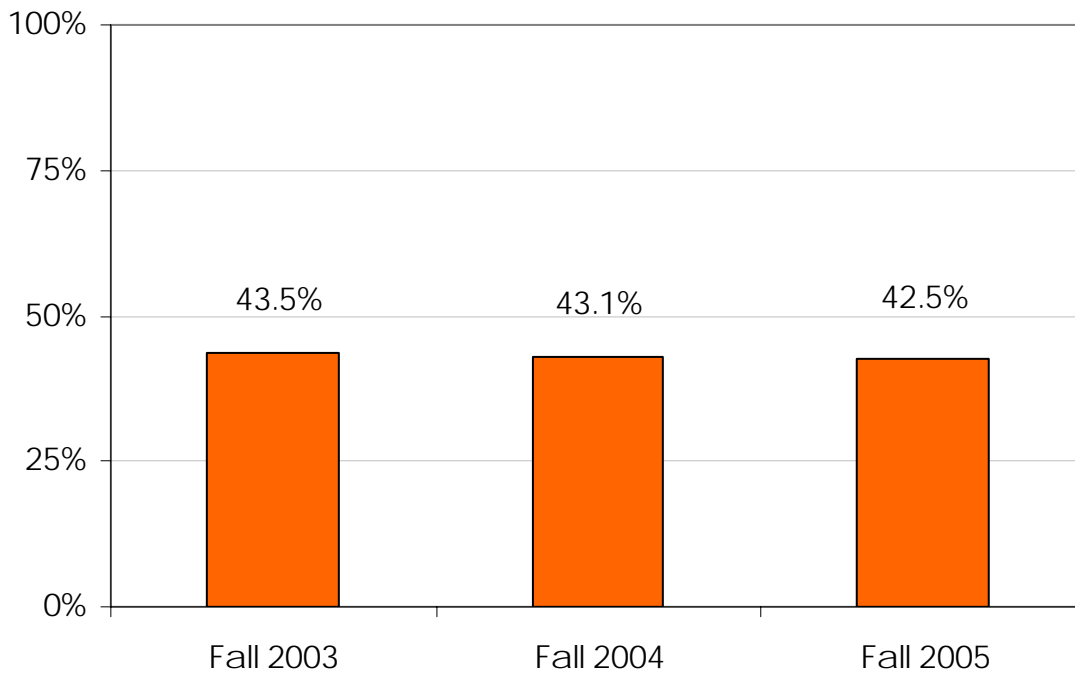
Riverside Community College District
Student Outcomes
Success Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Machine Shop	13	46.2%
Management	254	63.8%
Manufacturing Technology	23	82.6%
Marketing	170	64.7%
Math	9,621	53.5%
Medical Assisting	262	69.8%
Microbiology	284	67.6%
Military Science	18	50.0%
Music	2,186	75.9%
Nursing Practice	18	100.0%
Oceanography	106	67.0%
Paralegal Studies	120	70.0%
Philosophy	1,110	60.3%
Photography	265	65.3%
Physical Education	4,276	81.8%
Physical Sciences	193	58.5%
Physician's Assistant	160	86.3%
Physics	457	66.7%
Political Science	1,436	60.6%
Psychology	3,177	56.2%
Reading	1,282	63.7%
Real Estate	494	67.8%
Registered Nursing	827	83.1%
Sociology	2,212	65.6%
Spanish	1,052	70.7%
Speech	2,137	67.8%
Telecommunications	311	64.0%
Theatre	643	76.0%
Vocational Nursing	288	69.1%
Welding	160	71.9%
Work Experience	160	77.5%
Grand Total	74,554	66.8%

Riverside Community College District Student Outcomes

Fall-to-Fall Persistence Rates Fall 2003, 2004 & 2005

**RCCD Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%

Fall to fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following fall semester.

Norco Campus Student Outcomes

Retention Rates, All Disciplines Fall 2006

Enrolled Spaces	Discipline	Retention Rates	Enrolled Spaces	Discipline	Retention Rates
348	Accounting	80.2%			
183	Administration of Justice	90.2%	793	History	88.0%
57	American Sign Language	96.5%	135	Humanities	87.4%
268	Anatomy & Physiology	81.3%	32	Japanese	65.6%
365	Anthropology	92.1%	25	Journalism	88.0%
26	Arabic	96.2%	13	Machine Shop	92.3%
56	Architecture	96.4%	73	Management	86.3%
366	Art	90.4%	22	Manufacturing Technology	95.5%
240	Biology	77.1%	28	Marketing	96.4%
581	Business Administration	91.2%	2,962	Math	86.1%
183	Chemistry	83.1%	79	Microbiology	70.9%
148	Computer Applications	87.8%	143	Music	88.1%
614	Computer Information Systems	90.1%	305	Philosophy	93.4%
223	Construction	96.9%	879	Physical Education	90.1%
82	Dance	89.0%	52	Physical Sciences	86.5%
351	Early Childhood Studies	96.3%	79	Physics	86.1%
255	Economics	80.8%	508	Political Science	86.4%
37	Education	100.0%	956	Psychology	86.0%
42	Electronics	85.7%	270	Reading	88.5%
349	Engineering	86.0%	217	Real Estate	92.2%
2,097	English	88.3%	579	Sociology	89.3%
167	English as a Second Language	91.6%	220	Spanish	87.3%
34	French	91.2%	631	Speech	83.7%
363	Geography	92.3%	163	Theatre	94.5%
249	Guidance	94.8%	34	Work Experience	94.1%
596	Health Sciences	87.8%	17,478	Grand Total	88.0%

*Administration of Justice includes classes at Ben Clark Training Center.

Source: RCCD Institutional Research, 2006. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator (enrollments with A, B, C, D, F, CR, NC, W, I) and multiplying by 100.

Norco Campus Student Outcomes

Success Rates, All Disciplines Fall 2006

Enrolled Spaces	Discipline	Success Rates	Enrolled Spaces	Discipline	Success Rates
348	Accounting	47.1%	793	History	71.0%
183	Administration of Justice	73.2%	135	Humanities	79.3%
57	American Sign Language	77.2%	32	Japanese	46.9%
268	Anatomy & Physiology	68.3%	25	Journalism	72.0%
365	Anthropology	76.2%	13	Machine Shop	46.2%
26	Arabic	73.1%	73	Management	57.5%
56	Architecture	82.1%	22	Manufacturing Technology	81.8%
366	Art	75.1%	28	Marketing	64.3%
240	Biology	60.8%	2,962	Math	64.3%
581	Business Administration	66.1%	79	Microbiology	63.3%
183	Chemistry	66.7%	143	Music	67.1%
148	Computer Applications	62.8%	305	Philosophy	77.0%
614	Computer Information Systems	59.0%	879	Physical Education	82.9%
223	Construction	84.3%	52	Physical Sciences	73.1%
82	Dance	62.2%	79	Physics	77.2%
351	Early Childhood Studies	80.1%	508	Political Science	57.9%
255	Economics	58.8%	956	Psychology	62.7%
37	Education	86.5%	270	Reading	64.4%
42	Electronics	66.7%	217	Real Estate	74.7%
349	Engineering	70.2%	579	Sociology	67.4%
2,097	English	67.1%	220	Spanish	69.1%
167	English as a Second Language	69.5%	631	Speech	64.0%
34	French	79.4%	163	Theatre	82.8%
363	Geography	73.3%	34	Work Experience	79.4%
249	Guidance	70.3%			
596	Health Sciences	71.5%	17,478	Grand Total	68.0%

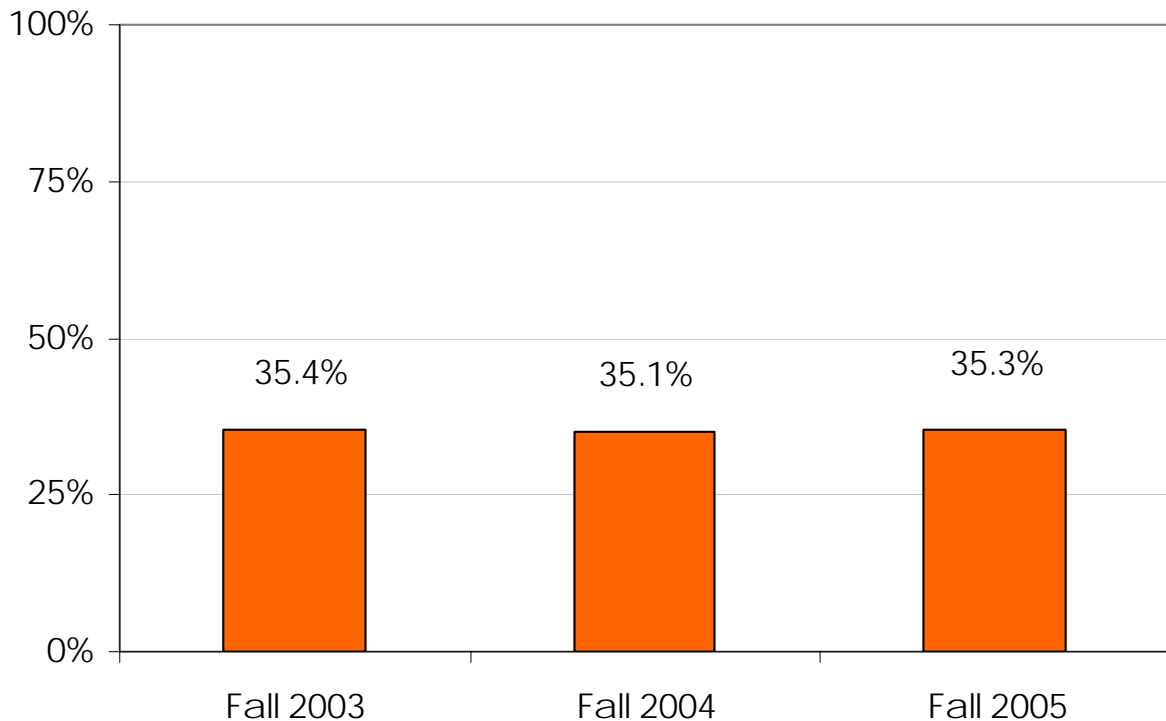
*Administration of Justice includes classes at Ben Clark Training Center.

Source: Internal RCCD MIS Data Repository. The success rate is calculated by dividing the numerator (enrollments with A, B, C, CR) by the denominator

Norco Campus Student Outcomes

Fall-to-Fall Persistence Rates Fall 2003, 2004 & 2005

**Norco Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	8,223	2,911	35.4%
Fall 2004	8,593	3,016	35.1%
Fall 2005	8,056	2,844	35.3%

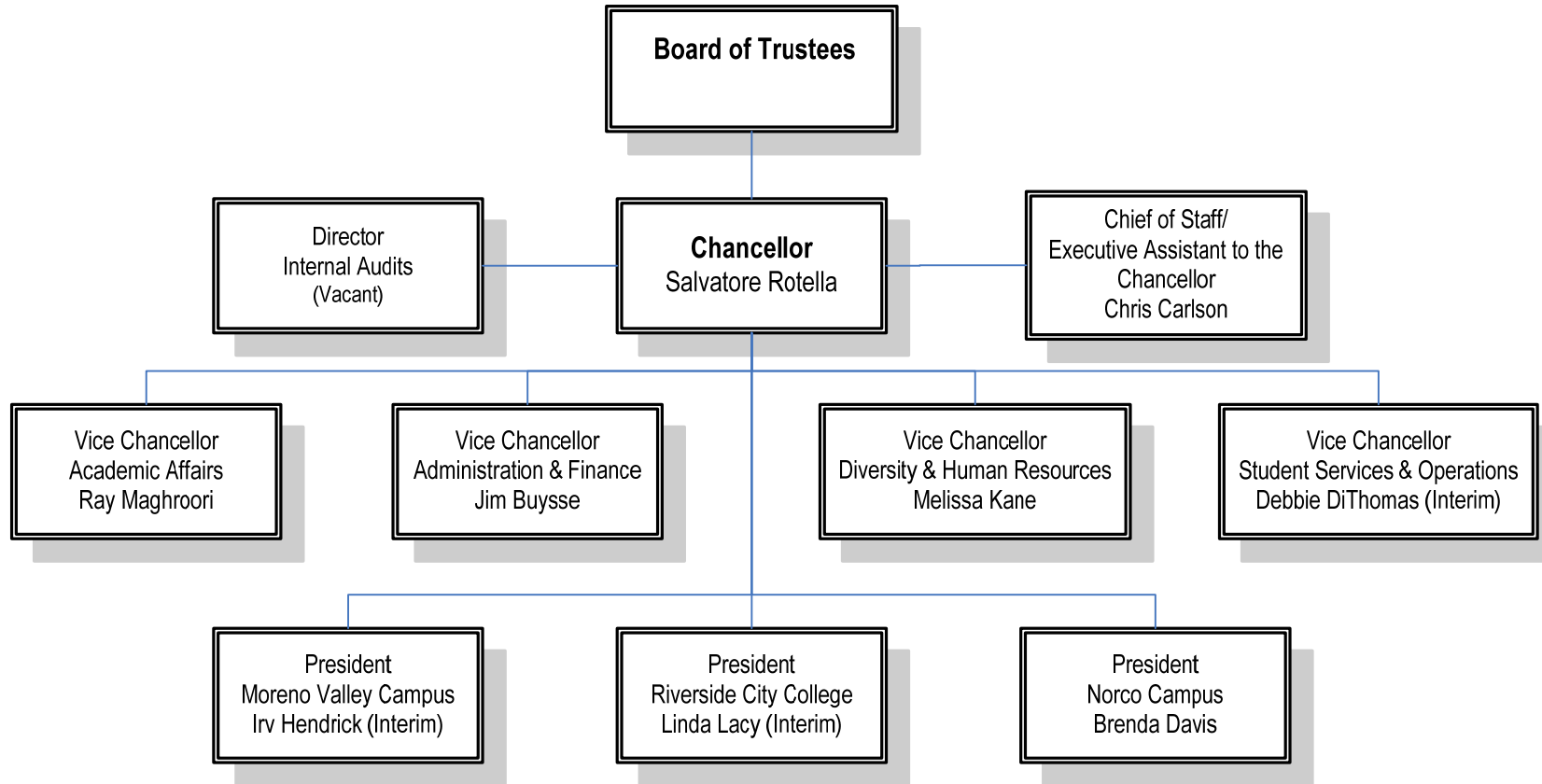
Fall to fall Persistence Rate for Norco is the percent of any students taking at least one course at the Norco Campus during a Fall semester and then subsequently taking at least one course at the Norco Campus in the following fall semester.

Source: RCCD Institutional Research, 2007

**Organization Charts
And
District-Campus Functions Maps**

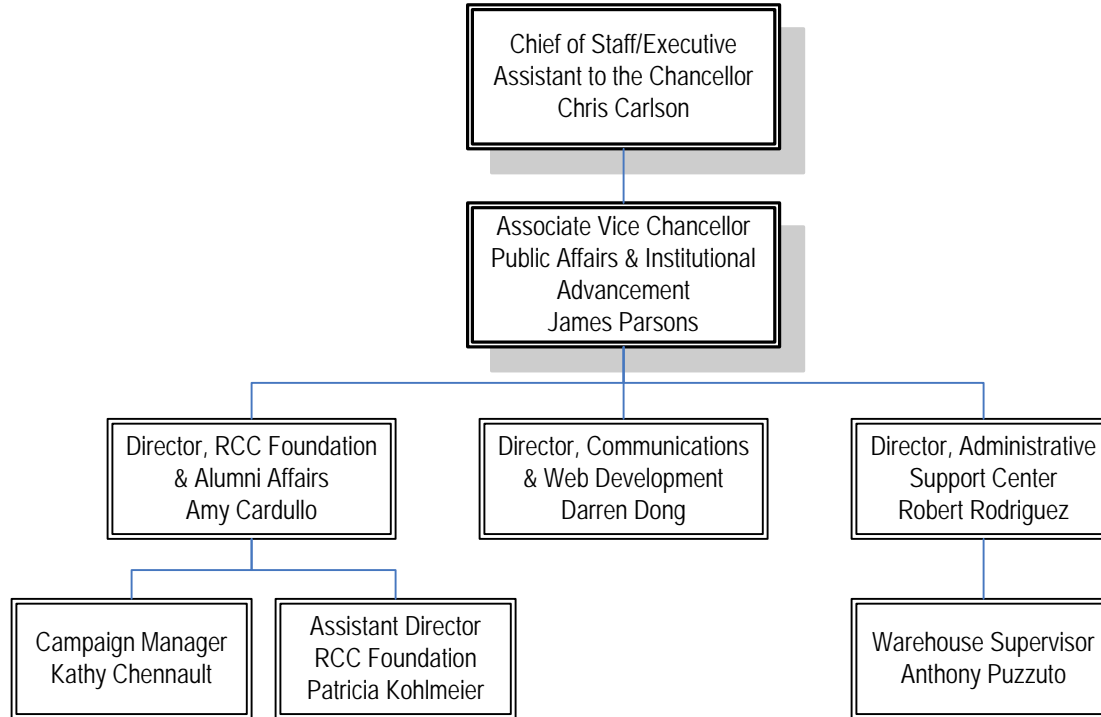
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chancellor's Office

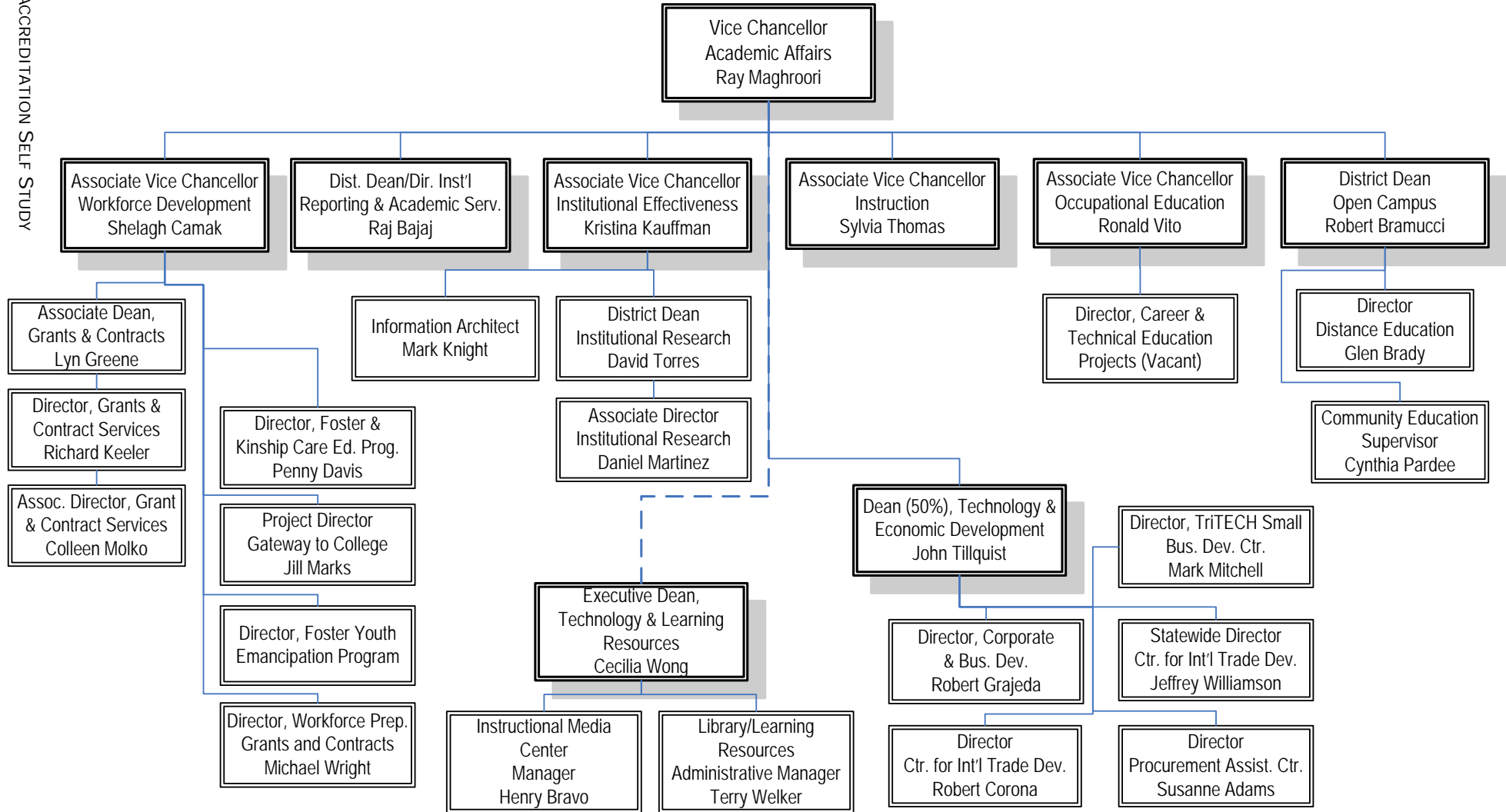


RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chief of Staff

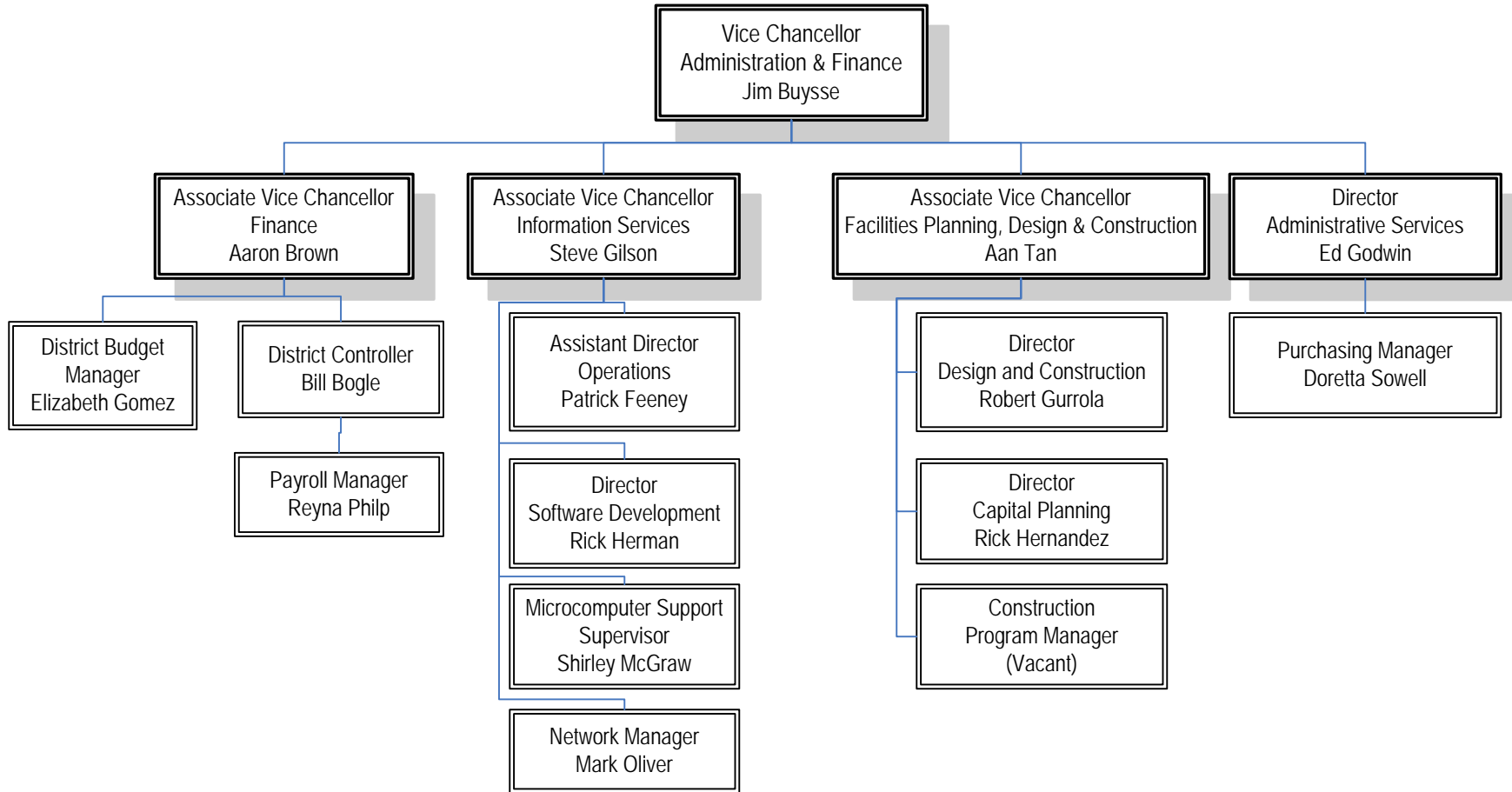


RIVERSIDE COMMUNITY COLLEGE DISTRICT Academic Affairs

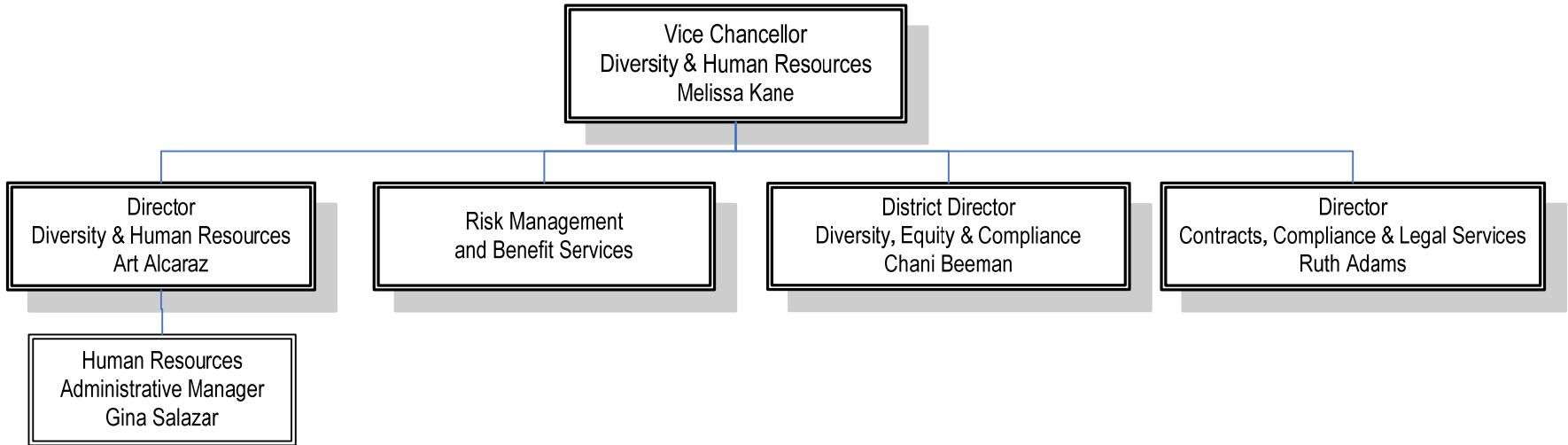


RIVERSIDE COMMUNITY COLLEGE DISTRICT

Administration & Finance

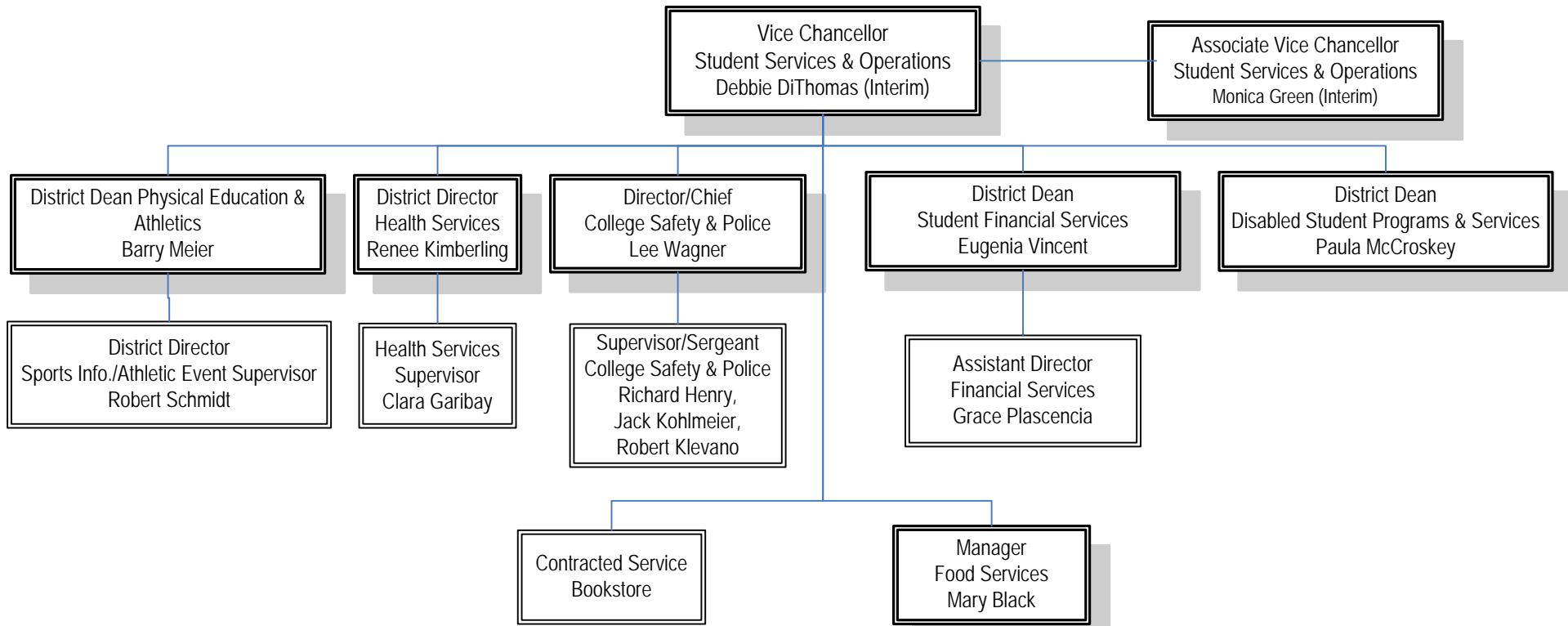


RIVERSIDE COMMUNITY COLLEGE DISTRICT Diversity & Human Resources



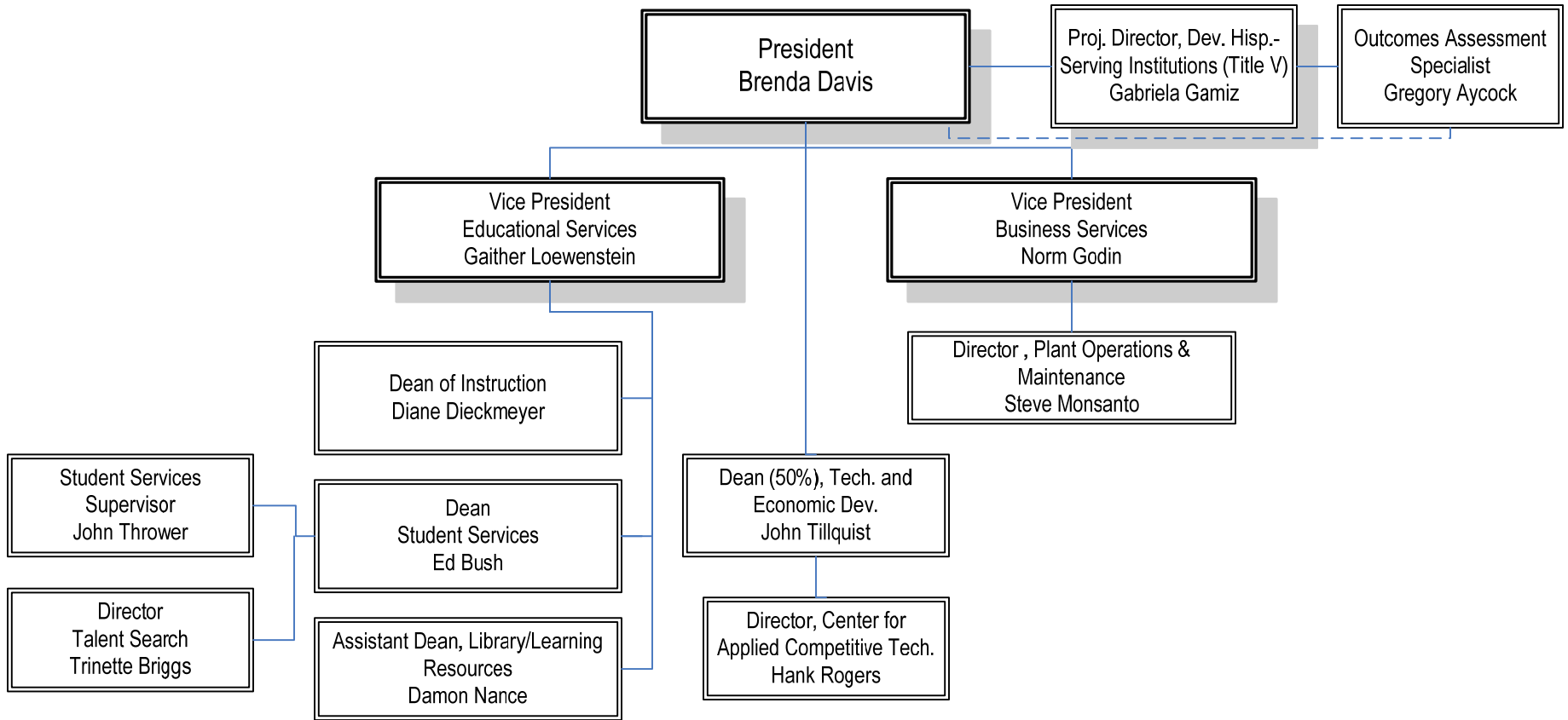
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services & Operations



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Norco Campus



DISTRICT-CAMPUS FUNCTIONS MAPS

Function #1: Academic Affairs

Function	District	College
1. Academic Information Architecture and Web Services	<ul style="list-style-type: none"> • Directs web policies, practices, and procedures related to academic websites • Manages academic web servers • Oversees system management tasks • Assists academic departments and programs, and individual faculty in the development of websites • Researches, tests, and implements new web-based technologies. • Ensures that accessibility standards for the disabled are met (federal, state, and district levels) • Manages online accreditation materials and accreditation portal system • Publishes district Academic Affairs information 	<ul style="list-style-type: none"> • Provides training and assistance to faculty in web development and design
2. Assessment of Courses and Programs	The District Assessment Committee, (DAC), in collaboration with the District Program Committee, provides training in assessment and assists instructional and non-instructional programs in the development of program-based assessment.	Discipline faculty on each campus create and implement appropriate course and classroom-based assessment and use the results to inform succeeding discipline program reviews as well as for improvement in student learning and instructional effectiveness.
3. Child Development Centers	<ul style="list-style-type: none"> • Monitors regulations for operation of centers • Monitors enrollments in relation to contract awards for state funding • Maintains all records and reporting requirements for personnel, financial, grant, state and federal agencies • Facilitate outreach/marketing plan for all centers • Collaborates with other divisions/departments • Facilitates supervision of all staff (management, certificated, classified) at all centers as needed by the campuses 	<ul style="list-style-type: none"> • Provides oversight for operation of campus based center • Refers students for service at the center • Coordinates services for special classes of students such as CalWORKS • Provides maintenance for physical environment • Facilitates integration between Center and the related academic departments • Provides direct services to students and children • Supervises all staff (management, certificated, classified) at campus center
4. Community Services	<ul style="list-style-type: none"> • Provides a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings for residents of the District • Produces, publishes, and distributes Community Education class brochures and other program marketing pieces • Develops program offerings with broad-based appeal to District residents as well as targeting more specific needs • Fosters partnerships with various programs and department within the District • Serves as a marketing tool for entry into college credit and non-credit programs; raises community awareness 	Classes and programs offered through Community Education are made available to each college and off-site center within the District, with the goals of: <ul style="list-style-type: none"> • Serving the continuing education and life enrichment needs of the residents of the college communities • Serving the needs of the residents in the college communities in order to build loyalty for the colleges and cause them to be viewed in a positive light by voting citizens other than students enrolled in credit classes

Function #1

Function	District	College
5. Contracts, Agreements and Memoranda of Understanding (Faculty Bargaining Unit)	<p>The Agreement between the District and the Faculty Association is negotiated on behalf of the Board of Trustees by the Administration and the faculty bargaining unit for the District Faculty Association CCA/CTA/NEA. It is approved by both the Faculty Association membership and the Board of Trustees. The District:</p> <ul style="list-style-type: none"> • Conducts negotiations on successor agreements or reopeners with RCCD Faculty Association • Communicates new provisions to staff • Sunshines district proposal for contract with Faculty Association • Administers union contract • Assists in the development of MOU/ MOA as appropriate • Reviews all contracts between the District and outside entities dealing with Academic Affairs or Student Services related matters • Prepares and/or reviews and agendas all Board reports for Academic Affairs and Student Services 	
6. Course Scheduling	<ul style="list-style-type: none"> • Sets FTE and approximate course section targets for each college • Establishes time patterns for scheduling classes • Facilitates and oversees the production of the schedule for each college • Ensures that the schedules for each of the colleges are produced in a timely manner in conformance with pre-set deadlines for submission, proofing, printing and distribution 	<ul style="list-style-type: none"> • Class schedules are developed by each department in collaboration with the Dean of Instruction and the CIO on each campus • Some disciplines collaborate to insure that course offerings are balanced across the district • The college CIO, deans and department chairs develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner
7. Data Reporting & Enrollment Management	<p><i>Reporting:</i></p> <ul style="list-style-type: none"> • Apportionment attendance report and apprenticeship attendance report four times annually • Establishes standard procedures; obtains certification for reporting District's Full Time obligation to the state • Standard procedures and reports to the State Chancellor's office • Efficiency measures, analysis, historical performance trends, and external influences on enrollment; projections compared to the annual budget goal • Monitors and evaluates the accountability of the District (AB1417) or standards developed by the State Chancellor's Office • Develops and maintains data repositories • Website for Institutional Data Reporting • Institutional Data district-wide • Facilities and Planning - long range forecasting 	<ul style="list-style-type: none"> • Develops goals and targets for FTES and section counts for each campus/college • Provides training sessions on the fundamental use of data for decision-making and accountability • Develops and maintains exception reports to facilitate reasonable section setups and assignments by campus • Provides information fill ratios and scheduling patterns to enable campus to optimize on scheduling and room utilizations • Provides data support to Title V co-coordinators at each campus to facilitate surveys, accountability of the program • Assists each campus/college in enrollment management

Cont.

Function #1

Function	District	College
(7) Data Reporting & Enrollment Management	<p><i>Compliance:</i></p> <ul style="list-style-type: none"> Assures compliance with education code, regulations, advisories, and related publications; oversees record retention Works with internal auditors for supporting documentation on apportionment reporting Evaluates work flows and works with service areas/Datatel to ensure compliance to any state-mandated changes on reporting or accountability <p><i>Planning and Scheduling:</i></p> <ul style="list-style-type: none"> Provides institutional data for decision support, planning, program review and assessment Develops and maintains the district's scheduling grid and exam schedule Develops and maintains inventory of courses and course <p><i>Operational:</i></p> <ul style="list-style-type: none"> Leads Core Operations Task Force (COTF) to ensure dialogue between Academic Affairs, Information Services and Student Services Collaborative decision-making for implementation of new projects or existing enhancements through COTF 	
8. Economic Development	<ul style="list-style-type: none"> Provides business development services including one-on-one business counseling, workshops, conferences, and workforce, organizational, and management training. All are focused on community business development, from internationalization to manufacturing to high technology business services. <p>Includes:</p> <ul style="list-style-type: none"> Center for International Trade Development, Center for Advanced Competitive Technologies, CITD Statewide Director, Customized Solutions, Procurement Assistance Center, TriTech Small Business Development Center <p>OED activities include:</p> <ul style="list-style-type: none"> Liaison with district credit and non-credit sites as well as with community colleges statewide Training programs for local economic and business development needs; new markets to meet industry needs Working partnerships with community civic leaders, businesses, and economic development groups. Strategic planning and system building for community business and economic development Resource for district and statewide community college system for training, planning, and implementation needs Business development services by contract 	

Function #1

Function	District	College
(8) Economic Development	<ul style="list-style-type: none"> No-cost business consulting and low-cost training for existing small businesses and future entrepreneurs Assists businesses and entrepreneurs to commercialize new technologies, develop products and services, and to identify capital and knowledge resources Reviews and revises as necessary existing programs; work with Technical Advisory Committees Assists business firms to market their goods and services to federal, state and local government agencies and prime contractors Liaison with community businesses and state officials to develop, expand, refine, and implement academic curriculum Financial and manpower resources to support and expand academic programs 	
9. Institutional Effectiveness	<ul style="list-style-type: none"> Facilitates the assessment of student learning outcomes throughout the district in coordination with the District Assessment Committee. Facilitates accreditation self-study: <ul style="list-style-type: none"> Coordinating district contributions Compiling evidence Providing training for campus based self-studies Oversight and coordination of: <ul style="list-style-type: none"> Faculty, program, discipline and department websites Improvement of instruction and tenure review processes for faculty. The work of the Office of Institutional Research Program review process in coordination with the District Program Review Committee. District wide strategic planning activities and committees 	<ul style="list-style-type: none"> Discipline, course and classroom based assessment plans. Campus/college accreditation self-study. Utilizes program review documents in planning processes. Provides input into faculty, program, discipline and department websites. Improvement of instruction and tenure review processes for faculty.
<i>Faculty Development Activities</i>	<ul style="list-style-type: none"> District-wide professional and organizational development for faculty in collaboration with the campus Faculty Development Coordinators District orientation for new faculty Maintenance, creation of 4faculty.org (hosted by RCCD Office of Institutional Effectiveness for colleges nationwide) 	<ul style="list-style-type: none"> Provides professional development opportunities for faculty through the activities of the Faculty Development Coordinators and the Faculty Development Committee Provides new faculty campus orientation and adjunct orientation. Provides input into development of program review documents
<i>Planning</i>	<ul style="list-style-type: none"> Program Review as the foundation for strategic planning: includes a review of curriculum, staffing, resource needs and changes impacting “units” Discipline and unit planning: district or college/campus based 	<ul style="list-style-type: none"> Program Review includes a campus/college-based component that links resource needs to campus structures through the three committees: <ul style="list-style-type: none"> Campus/College Academic Planning Council Campus/College Strategic Planning Committee Campus/College Strategic Planning Subcommittees

Cont.

Function #1

Function	District	College
<i>Planning, cont.</i>	<ul style="list-style-type: none"> • PR submits recommendations from campus strategic planning committees to district-level planning groups charged with ensuring adherence to established planning principles: <ul style="list-style-type: none"> ▪ District Academic Planning Council ▪ District Strategic Planning Committee ▪ Executive Cabinet • Brings planning recommendations to the Board of Trustees for review and approval. • With OIR, provides external and internal environmental scanning information for planning. • Creates and updates the District Academic Master Plan, Technology Plan, Facilities Plans and other special plans as needed. • Facilitates development of campus master plans. • Develops district-wide strategic initiatives in collaboration with the campuses. 	<ul style="list-style-type: none"> • Campus Strategic Planning Committees include faculty, students, staff, and local administrators with subcommittees led by administrative and faculty co-chairs: <ul style="list-style-type: none"> ▪ Financial Resources ▪ Human Resources ▪ Instructional Programs ▪ Institutional Mission and Effectiveness ▪ Library and Learning Support ▪ Physical Resources ▪ Student Support Services ▪ Technology ▪ Leadership & Governance (Norco only) • Campus creates Educational Master Plan which includes academic, student services and facilities components. • Campus responds to and develops localized strategic initiatives.
<i>Program Review</i>	<ul style="list-style-type: none"> • Each discipline in the District prepares a Comprehensive Program Review, at least every four years, addressing each mission and curriculum in addition to related topics • Each non-instructional District entity (e.g., Diversity & Human Resources, Financial Services), prepares a comprehensive program 	<p>Each discipline prepares an Annual Program Review update which addresses resource needs and assessment activities for individual colleges. This document provides the basis for department planning, strategic planning and budget development and informs the direction of the college’s educational master plan.</p>
10. Institutional Research	<ul style="list-style-type: none"> • Institutional research for campuses and district; Specialized data sets as needed • Publication of statistical studies (such as enrollment trends, graduates and persistence reports) to assist in district policy and program planning and development • Research studies to meet district, campus/college, departmental, community, grant and state/federally mandated requirements • Assists faculty, staff and other individuals with all aspects of research activities • Coordinates college and district data collection requests from outside agencies • Labor market analysis for occupational education, workforce development and economic development • Matriculation-based research, including validation of assessment test course placement instruments • Administers surveys to students, staff and community members • Develops and maintains outside data sources (NSC, OCLBC, CalPass) • Research for program review, including productivity measures, course/program student success data, student demographics, etc. 	<ul style="list-style-type: none"> • Administers surveys of students, staff, faculty and administration • Identifies and assists in gathering and preparing of campus-specific research • Conducts research to support college program needs, such as program monitoring and evaluation • Assists in data gathering for research, as needed • Reviews report drafts, disseminate research findings, and uses research results appropriately in planning and decision making • Uses “research protocol” for requesting permission to conduct research for non-college-specific purposes

Function #1

Function	District	College
11. Library	<ul style="list-style-type: none"> • Updates the Library’s automated systems and trains necessary personnel • Receives, catalogues, and processes books and media • Establishes a consistent circulation policy 	<ul style="list-style-type: none"> • Checks in and out library materials and other resources, collects overdue fines and replacement moneys, releases holds on student records • Answers reference and directional questions, provides reference workshops and orientations, provides guidance in the use of electronic, web-based and print resources • Develops, maintains, and weeds the collection according to the specialties and programs of the campus. • Provides study rooms • Provides access to library resources, and library specific information on website • Conducts outreach to various campus agencies, divisions, and departments, as well as to community organizations
12. Occupational Education	<p>Provides leadership, oversight and assistance to many aspects of the college. These include:</p> <ul style="list-style-type: none"> • Assists faculty in understanding and utilizing the RCCD Process and Approval of New or Substantially Changed Programs • Assists faculty in securing program approvals through the State Chancellor’s Office • Administration and oversight of VTEA IB, IC and State Leadership grants • Liaison between RCCD and State Chancellors Career Technical Education division. • Leadership to department for the development and maintenance of occupational education programs • Supervision of work experience programs • Oversight of Production Printing and Graphics Center • Leadership and assistance in the formation and annual meetings of advisory groups • LEA for Region 9 State Leadership grant • Responsible for all operations of the Rubidoux Annex 	<ul style="list-style-type: none"> • Provides leadership, oversight and assistance to RCCD campuses through the Career Technical Education Council. This council is chaired by the District Dean of Occupational Education and is representative of campus Deans that have been designated by each respective campus President. This forum allows the District Dean of Occupational Education to interface with Deans at each campus in addressing issues, concerns and needs of occupational programs and faculty.
13. Open Campus (Distance Education)	<ul style="list-style-type: none"> • Supports District infrastructure allowing for delivery of technology-mediated classes including: <ul style="list-style-type: none"> ◆ Servers ◆ Application Service Providers ◆ Student information system integration ◆ Reporting for RCC administration, the state Chancellor’s office, national organizations, and other constituencies ◆ Software licenses for technology-mediated instruction 	

Function #1

Function	District	College
(13) Open Campus (Distance Education)	<ul style="list-style-type: none"> • Responsible for technology-mediated instruction, faculty technology training and community education. <i>Technology-Mediated Instruction</i> <ul style="list-style-type: none"> ◆ Online ◆ Hybrid ◆ Web-Enhanced ◆ Telecourse ◆ Teleweb <i>Faculty Technology Training</i> <ul style="list-style-type: none"> ◆ Operation of Faculty Innovation Center (FIC) ◆ One-on-one training ◆ FLEX workshops ◆ Hybrid Academies 	
14. Policies, Procedures, Ed Code and Title 5 Regulations	<ul style="list-style-type: none"> • Oversees and coordinates revision and development of board policies (BP), administrative regulations (AR) related to academic matters in consultation with the Academic Senate. • Liaison to Executive (Chancellor's) Cabinet and Board Committees for BPs and ARs; prepares board docket items related to new or revised BPs • Liaison with Human Resources for use of CCLC policy subscription service, for consultation and updated legal recommendations. • Maintains BP and AR links to Academic Affairs manuals on the Internet and on Intranet. Explanations of policies and procedures as needed • Communicates BP and AR changes and updates to faculty and staff. • Ensures compliance with Ed Code and Title 5 Regulations • Establishes (in consultation with the Academic Senate) procedures and processes for matters related to Academic Affairs such as curriculum approval and new program development 	Policies impacting the educational mission are reviewed and recommended for approval by the campus Academic Senate.
15. Program and Course Development	<ul style="list-style-type: none"> • District Curriculum Committee ensures that the Board Policy of one curriculum, one student contract is maintained, ensuring that course outlines of record are the same at all three colleges. • District Academic Planning Council and District Strategic Planning Committees recommend programs for approval by the Board of Trustees. • The district provides supporting research necessary to develop new programs such as labor market analysis and community demographics. • Maintains and updates the District's course and program inventory • Updates master course information in administrative system • Oversees and facilitates the annual update, production and distribution of the District's catalog. 	Faculty initiate each new course and program through the local curriculum committee and district-wide course/program approval processes.

Function #1

Function	District	College
16. Workforce Prep	<ul style="list-style-type: none"> • Develops and delivers programs and services to specific learner populations. Works in partnership with educational, business and industry partners to align college program and development with regional workforce needs. • Coordinates and manages the following career education and workforce development programs and services: <ul style="list-style-type: none"> ▪ CalWORKs Program ▪ TANF-Child Development Careers Program ▪ Independent Living Program (ILP) & Foster/Kinship Care Education (FKCE) Program ▪ Workforce Preparation Skills ▪ Riverside County Emancipation Services ▪ Gateway to College Early College High • Represents District on local, regional and state workforce prep committees. • Maintains liaison with state workforce prep agencies as well with other community colleges. 	

Function #2: Administration and Finance

Function	District	College
1. Accounting Services	<ul style="list-style-type: none"> • Interaction with program directors, federal, state and local program agencies and external auditors on compliance and audit issues • Internal reports for the Board of Trustees and other district users • Quarterly and annual financial reports to the State Chancellor's Office and Riverside County Office of Education • Comprehensive Annual Financial Report • Reconciliation procedures for district activities with Riverside County Office of Education and all district bank accounts • Maintenance of Chart of Accounts, general subsidiary ledgers special journals • Receipt and allocation of district revenues from local, state and federal sources • Budget processing, monitoring of expenditures for compliance, special project reports • Processing of payments by students and employees; payment authorization to outside parties after verification of service/work received • Student financial aid transcripts, records, and disbursements • Manages and collects grant over-awards • Maintenance of moveable equipment inventory (fixed assets), upgrades, tagging, deletions and transfers of equipment • Inventory reports and reconciliation • Public auctions of surplus property • Maintenance of district records; delivery and return of records to storage 	
2. Accounts Payable	<ul style="list-style-type: none"> • Payment processing of general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices • Oversight of accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements • Payments to students, tuition refunds, stipends, other reimbursements • Interpretation and information on district, state and federal regulations re: accounts payable functions • Implementation of new district policies and procedures • Timely and accurate payment to vendors; response to inquiries; preparation of vendor 1099s • Oversight of payment schedules, satisfactory credit ratings, interest expense and/or late payment penalties 	

Function #2

Function	District	College
(2) Accounts Payable	<ul style="list-style-type: none"> • Maintenance and archiving of vendor records /files in accordance with county, local and state requirements and IRS regulations • Preparation of schedules, documentation and files to internal/ external auditors • Coordination of accounts payable s with Purchasing and Budget Control departments and the Riverside County Office of Education 	
3. Audit Compliance	<ul style="list-style-type: none"> • Independent review, assessment and constructive feedback regarding operations throughout the district <p><i>Internal auditor provides the district with a backup to various fiscal functions including:</i></p> <ul style="list-style-type: none"> • Accounting research and budget analysis • Bond issuance • Accounting and managerial functions • Compliance with written policies/procedures, plans, laws, regulations which impact operations • Investigation of waste and fraud and detection measures • Evaluation of district financial activity • Custody of evidence responsibility • Review of reliability and integrity of financial and operating information; analysis of means of safeguarding assets • Appraisal of economy and efficiency in use of resources are employed; recommendations for appropriate use • Review of program operations for achievement of stated goals and objectives • Reports prepared for the Board of Trustees on a quarterly basis 	<ul style="list-style-type: none"> • Provides access to all college activities, records, property and personnel • Develops, implements and monitors corrective action plan based on audit recommendations
4. Auxiliary Services/Cashiers' Offices	<ul style="list-style-type: none"> • Internal controls and fraud prevention systems for cashiering locations • Maintenance of a secure location • Returned check collection for all district funds • Disbursement of reimbursement checks for travel, supplies, etc. .for ASRCC and Foundation functions • Disbursement of payroll checks not handled by direct deposit 	
5. Budget	<ul style="list-style-type: none"> • Coordination of annual budgetary process (establishes expenditure levels based on expected revenues; revision of budget; monthly financial budget comparison reports • Bond projects coordination and reporting on bonds to BOT and Bond Oversight Committee) • Coordination of final attendance enrollment reports to the Chancellor's Office. 	<ul style="list-style-type: none"> • Allocation of discretionary funds to departments, disciplines and programs • Submission of annual campus budget request to district • Participation in Budget Bunch and resource allocation processes

Function #2

Function	District	College
(5) Budget	<ul style="list-style-type: none"> • Compliance with external reporting requirements • Preparation of information for the Budget Bunch; coordination of meetings to review budget requests • Monitoring of cash balances to assure liquidity; responsible for monthly cash flow of general fund • 	
6. Facilities Maintenance	<ul style="list-style-type: none"> • Coordination of facilities operation for District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers • Technical expertise or assistance to campuses on an as-needed basis 	<ul style="list-style-type: none"> • Each college and off-site center has ongoing and direct responsibility for maintenance and operation of its facilities
7. Facilities Planning	<ul style="list-style-type: none"> • Oversight and coordination, technical assistance and support for planning of all major capital outlay projects within the district, including implementation of the district's Measure "C" local Bond • Development of the district's Five Year Construction Plan • Facility planning expertise provided to campuses • Screening and hiring recommendations for architects, engineers, space planners, and environmental consultants • Research on facilities planning issues; input to constituent groups re: long term needs of students and modern educational delivery systems • Liaison with state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review <p>Responsibility for:</p> <ul style="list-style-type: none"> • Architectural standards for facility development • Leases of property and facilities • Coordination and implementation of major construction and renovation projects • Long-range planning to maximize efficient use of facilities for all district sites • All documentation relating to district facilities (blueprints, construction documents; work standards for future architects and engineers) • Maintenance, management and upgrade of building automation systems. Systems designed and installed to provide support while maximizing efficient use of energy • Application for, maintenance of all operational permits required by state, local or national codes/regulations • Definition of scope of work and development of budget for scheduled Maintenance and Hazardous Materials and Facility Modification projects <p style="text-align: right;"><i>Cont.</i></p>	<ul style="list-style-type: none"> • Works collaboratively with departments to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans • Serves as district liaison on college committees dealing with facility planning and development • Facilitates input and preparation of the college's Facility Master Plan (slated for completion in 2006) • Provides technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community

Function #2

Function	District	College
(7) Facilities Planning	<ul style="list-style-type: none"> • Development, updates of building and construction specifications; monitoring of facility standards for new construction and remodel projects. • Technical assistance to the district related to building maintenance, grounds and custodial service. 	
8. Grounds		Repairs and maintains campus landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.
9. Information Services	<p>Provides:</p> <ul style="list-style-type: none"> • Network for inter- and intra- campus networks; institutional access to Internet and World Wide Web • Comprehensive administrative system for recording, storing and reporting on data for student, financial, academic and administrative transactions • Centralized internal telephone system • Development, deployment and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other district resources • Leadership and assistance in planning technology for new buildings, offsite learning centers and other District projects 	
<i>Administrative Systems (DATATEL)</i>	<p>Responsibility for:</p> <ul style="list-style-type: none"> • Implementation and support of Datatel administrative system suite (Colleague and Benefactor) and related software packages • WebAdvisor for web-based student and faculty services • Planning/support solutions for ancillary administrative functions such as document scanning systems, directory services (LDAP), forms and workflows, electronic signatures, account creation and portal software solutions. • Student email services 	
<i>Data Center Operations</i>	<ul style="list-style-type: none"> • Maintenance of application server farm, data storage farm, data processing operations; forms used by Academic Affairs, Student Services, HR and Accounting 	
<i>District Help Desk</i>	<ul style="list-style-type: none"> • Provides central system for addressing incoming help desk requests and distributing work assignments as appropriate including desktop/laptop support; open campus assistance requests; network support; e-mail problems; campus lab support; Webadvisor; wireless access 	

Function #2

Function	District	College
<i>Microcomputer Support</i>	<ul style="list-style-type: none"> • Service and installation of desktop and laptop computers throughout the district, including classroom and lab technical support; faculty workstation support 	
<i>Network Administration</i>	Responsibility for providing: <ul style="list-style-type: none"> • District-wide Cisco-based Gigabyte Ethernet (CENICWork) Network services to all District offices and off-site locations • Free wireless Internet service to registered student, staff or faculty member in District • Centralized security and intrusion detection, anti-spam filtering, network monitoring • Enterprise level solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs. 	<ul style="list-style-type: none"> • Upon accreditation each campus will be directly connected to the Internet via the CENIC organization. • Network Operation Centers are to be built on each campus in 2007
<i>Telephone Group</i>	Responsibility for: <ul style="list-style-type: none"> • Centralized telephone system for the District. • Purchase of outbound circuit connectivity for local and long distance calling for district • Contracts for District cell phones and Blackberry server • Account reconciliation with all vendors • Planning, construction and maintenance of the District cable plant and related infrastructure. 	
10. Payroll	Responsibility for: <ul style="list-style-type: none"> • Classified and academic payroll, including retroactive and adjustment payment; analysis of payroll documents to ensure proper payment to employees • Continued liaison with Riverside County for changes, additions, deletions and rates of pay • Audits and reconciles with county payroll reports • Records and maintenance of employee deductions, sick leave and vacation accrual; W-2 forms; employee benefits payments • Compliance with federal, state, and district rules and regulations • Audits and reconciles annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc. 	
11. Purchasing	Responsibility for: <ul style="list-style-type: none"> • Compliance with federal, state, district rules and regulations • Procurement of merchandise and services required by district • Competitive quotation / bid process; cooperative purchasing 	

Function #2

Function	District	College
(11) Purchasing	<ul style="list-style-type: none"> • Awards of bids for service contracts, equipment and supplies. • Maintenance of contractor insurance and bonding certificates. • Maintenance of database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities. • Execution of service contracts; services for centralized maintenance agreements • Training for the online requisitioning system. • Maintenance of Record Retention & Destruction Board Policy 	
12. Risk Management	<p>Oversight of:</p> <ul style="list-style-type: none"> • District’s workers’ compensation. Liaison between insurance provider/district/employee. Legal decisions with assistance of Vice Chancellor and legal counsel • District’s property/liability insurance program. Evaluation and purchase of necessary insurance coverage for district • Processing and administering claims filed against the district. Liaison between district and legal counsel • Certificates of insurance for district functions and outside vendors • Insurance premiums • Compliance with Cal/OSHA regulations • Assistance and consultation on safety and loss control issues <p>Responsibility for:</p> <ul style="list-style-type: none"> • Processing request for DMV records, approving District drivers • Investigation, processing and replacement of lost or stolen district owned items • Data collection /reporting for Cal-OSHA; Self-Insurers report 	
13. Warehouse	<ul style="list-style-type: none"> • Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders • Delivery of surplus property from storage site to requestor 	

Function #3: Chancellor's Office

Function	District	College
1. Administrative Support Center (formerly Communications Center)	<ul style="list-style-type: none"> Prints and photocopies materials that support instructional and other organizational communication goals Services including word processing, copy editing, binding, and presentation production; service of electronic requests 	
2. Foundation	<ul style="list-style-type: none"> College fundraising activities in close collaboration with community relations Comprehensive program of educational philanthropy for the college; staff support to a volunteer board of directors Fundraising activities to generate revenue for specific college needs including scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities Funds for scholarships and other program needs Monitoring of foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations 	
3. Governmental Relations	<ul style="list-style-type: none"> Strategies to secure funding or legislation in support of the institution's mission and programs Implementation of comprehensive governmental relations program that meets the needs of the District Liaisons and partnerships with private and public organizations at the federal, state and local levels Development of alternative sources of funding for programs 	<ul style="list-style-type: none"> Provides information about the impact of proposed legislation on operations/students Encourages students to participate in campaigns and visits with legislators to inform them about direct impacts of current or proposed bills or public policies
4. Grants & Contracts	<ul style="list-style-type: none"> Support for District acquisition and management of external resources External resources development assistance including resource development and analysis for District initiatives Compliance with external resources (excluding categorical programs) by providing consultation and training services to District personnel Technical assistance related to external resources and contracts to District personnel 	<ul style="list-style-type: none"> Supports for campus level acquisition and management of external resources External resources development assistance including resource development and analysis for campus-based initiatives Compliance for external resources (excluding categorical programs) by providing consultation and training services to campus staff Technical assistance related to external resources and contracts to campus staff
5. Mailroom	<ul style="list-style-type: none"> Mail services (sorting, distribution) to all District sites; delivery of mail to post office 	<ul style="list-style-type: none"> Prepares mail for delivery to post office Sorts incoming campus and US mail/packages; distribution to departments and staff/faculty mailboxes Sends and receives fax correspondence Maintains department and faculty mailboxes

Function #3

Function	District	College
6. Public Affairs		
<i>Public Affairs & Community Relations</i>	<ul style="list-style-type: none"> • Internal and external communications related to District educational programs and initiatives • Community relations efforts with various external constituencies. • Strategic communications programs to cultivate support for the District and campuses, including participation in community events, production of print and electronic communications material, and service on select community and business committees. • Capacity-building initiatives that increase community ability to take advantage of college programs • Development and maintenance of programs that generate community goodwill and financial support for the district 	<ul style="list-style-type: none"> • Assists the campus communities with public affairs and community relations efforts • Facilitates communications with adjacent community • Solicits advice and shares plans affecting that community • Represents the college to the community, providing them with timely information about matters of local interest and significance • Attends community meetings, gathering insights into current issues affecting the colleges and their operations • Upon request from the campuses, assists with the development of student-centered programs and events that generate revenue for college and student needs
<i>Marketing</i>	<ul style="list-style-type: none"> • Communication with current and potential students through publications, websites, electronic media, and other methods • Assistance to campuses, centers and programs with marketing/promoting their educational offerings and services • Market analysis and marketing strategies in association with the development of new academic programs and initiatives • Implementation of comprehensive enrollment marketing strategies and programs 	<ul style="list-style-type: none"> • Assists campuses with the development of marketing strategies and materials to promote campus-specific programs
<i>Media Relations</i>	<ul style="list-style-type: none"> • Media relations re: college related topics; communication between college staff and faculty • Production of media releases, features and editorials, as needed, in all media • Official college spokesperson in all matters, in consultation with senior administration 	<ul style="list-style-type: none"> • Advises campus presidents on media relations • Facilitates more effective communication with print and broadcast media covering the specific campus • Pitches stories to the media to generate coverage of specific campus programs, events, and other news
<i>Publications</i>	<ul style="list-style-type: none"> • Development of collateral material in support of marketing and communications efforts • Advertising and marketing project design for placement in print and electronic media (with Graphics Technology) • Project organization for instructional, informational, public relations and marketing purposes 	<ul style="list-style-type: none"> • Assists with the development and production of publications and collateral materials in support of the campus's mission

Function #3

Function	District	College
Website (District and Campuses)	<ul style="list-style-type: none"> • Maintenance of website infrastructure for the District and campuses, including administrative information, course offerings, college publications and announcements • Website development (in collaboration with information architect) for disciplines, departments and faculty • Publication of e-mail newsletters • Web services for public and internal consumption • Identification of new technologies to support the growth of the district 	<ul style="list-style-type: none"> • Provides assistance to various campus departments on development of content and web-based applications • Supports marketing efforts to promote various academic programs
7. Sports Information	<ul style="list-style-type: none"> • Information regarding campus athletic programs to promote interest in their academic offerings. • Interaction with athletics department administrators to effectively deliver sports information 	

Function #4: Governance

Function	District	College
<p>1. Academic Senates</p>	<ul style="list-style-type: none"> • Input to the Chancellor on professional and academic policy matters • Advice to the Board of Trustees on professional and academic policy matters • Recommendation of step and column increases and sabbatical leave • District faculty representation on the state academic senate <p>Coordination of:</p> <ul style="list-style-type: none"> • Campus curriculum committees • District-wide instructional assessment • District-wide discipline program review • Campus academic standards committees • Faculty participation in state academic senate conferences • Faculty appointments to equivalency committees • Faculty appointments to hiring, district, and local committees 	<ul style="list-style-type: none"> • Provides input into planning and the development of local procedures related to professional and academic matters • Provides input to the Chancellor on professional and academic policy matters • Advises the Board of Trustees on professional and academic policy matters • Reviews and approves curriculum related to the campus • Makes recommendations related to academic standards • Collaborates with bargaining unit with regard to calendar, and policies related to hiring, leave and evaluation • Appoints faculty to equivalency committees • Appoints faculty to hiring, district, and local committees • Represents district faculty to the state academic senate
<p>2. Associated Student Governments</p> <ol style="list-style-type: none"> a. ASRCCD b. ASRCC, Riverside Campus c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus 	<p>ASRCCD has responsibility for:</p> <ul style="list-style-type: none"> • Input to the Chancellor and Board of Trustees and addresses questions re: governance, student issues and concerns, student legislation, activities and events on a District-wide level • Budget for District-wide operations; review and approval of budgets of all three campuses • Legislation affecting students within the District • Student Trustee Elections process in all three campuses • Organization and coordination of District-wide events (e.g., Homecoming) • Development of leadership opportunities through District wide retreats, orientations, workshops • Interaction with student governing bodies at Norco, Riverside, and Moreno Valley to develop and sustain effective communication channels • Interaction with Student Trustee in maintaining and improving communication channels with the Board of Trustees, the Chancellor, and District administrators. • Assisting the Student Trustee in representing the entire district student body in the governance process. • Student participation in the governance process and in multicultural events throughout the District • Resolutions and conflict-resolution on a District-wide level between student governing bodies and student leaders • Maintenance of accurate records of meetings and all budgetary transactions 	<p>Through the Senate and the Executive Board, provides input into planning and the development of local procedures related to student government and activities, participates in the local governance process, and represents effectively their respective student bodies.</p> <p>Each campus student government organization:</p> <ul style="list-style-type: none"> • Coordinates programs and events for a diverse student body. • Institutes a variety of programming for students focusing on social, intellectual, and emotional development. • Provides funding and support to student clubs and organizations through the Inter Club Council. • Provides an environment where students can make recommendations to improve the college student experience. • Oversees, in conjunction with the District Judicial Board, the election process • Maintains accurate records of all meetings and budgetary transactions • Develops and maintains informational publications for the student body, faculty, and staff. • Develops and maintains a line item budget for operational purposes as prescribed and allocated by the ASRCCD each academic year.

Function #4

Function	District	College
<p>(2) Associated Student Governments</p> <ul style="list-style-type: none"> a. ASRCCD b. ASRCC, Riverside Campus c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus 	<ul style="list-style-type: none"> • Publications informing students of campus activities, news, and student-related issues 	<ul style="list-style-type: none"> • Holds publicly elected and appointed student officers accountable according to the by-laws of the student government • Initiates, approves, and implements any amendments to campus by-laws and in accordance with the Election Code • Initiates and supports legislation affecting the student population of the campus • Passes resolutions and engages in conflict resolution between all committees and boards within the student government • Empowers students to be proactive regarding student concerns and causes • Develops student leadership opportunities through retreats, conferences and workshops • Ensures adherence to high ethical standards • Provides resources for club advisors to effectively oversee the campus organizations • Works closely with the ASRCCD and the Student Trustee to ensure that the campus is effectively represented on the governance level • Creates learning environments that allow students to implement theories learned in the classroom and develop skills that can be transferred well into their professional and community endeavors • Protects the rights of assembly and freedom of speech for all students regardless of age, race, sex, political views, sexual orientation, religious affiliation or not, gender, physical ability, and ethnicity • Works closely with faculty to develop and implement academically oriented co-curricular programs and activities
<p>3. Board of Trustees</p>	<ul style="list-style-type: none"> • Establishes structure and creates policies related to governance of the district • Selects the Chancellor • Establishes a policy for selecting and evaluating the presidents of the campuses • Ultimate responsibility for educational quality, legal matters, and financial integrity of RCCD • Establishes policies consistent with District mission statement to ensure quality, integrity and improvement of student learning programs and services • Reflects the public interest in Board activities and decisions 	

Function #5: Human Resources

Function	District	College
1. Benefits	<ul style="list-style-type: none"> • Liaison between employees, broker, and insurance carrier regarding insurance related problems Responsibility for: <ul style="list-style-type: none"> • Contract management and negotiation with benefit providers • Providing information on benefit provisions to employees • Employee documentation and assistance pertaining to employee and retiree health and welfare benefits • Pro-rated premiums for payroll deduction • Employee benefit files maintenance • Responsible for insuring compliance with federal COBRA/HIPAA regulations • Compiling data for annual Medicare report • Compliance of Section 125 plan health care and dependent day care accounts with current IRS regulations • Checking consistency of insurance providers' certificates of insurance with carrier contracts 	
2. Classification, Grading, and Pay	<ul style="list-style-type: none"> • Maintenance of salary schedules; Notices of Employment in compliance with Education Code; employee job descriptions • Job classification of new positions; processing job reclassifications 	
3. Contracts, Compliance and Legal Services	<ul style="list-style-type: none"> • Responsible for the development, review and revision of District policies and procedures 	
	<p style="text-align: center;"><i>Policy matters</i></p> <ul style="list-style-type: none"> • Assistance to Human Resources on personnel matters • Assistance to administration in coordinating District's legal affairs, including civil litigation, administrative hearings, business negotiations • Advice to Vice Chancellor, Human Resources relating to EEO, Sexual Harassment and Discrimination and District responsibilities • In-service training for personnel regarding legal issues, new legislation, court decisions and trends • Liaison with District General Counsel in drafting documents, resolutions and other legal instruments • Oversight on compliance for diversity, grants, human resources and the District 	

Function #5

Function	District	College
(3) Contracts, Compliance and Legal Services	<ul style="list-style-type: none"> Recommendations of outside legal counsel as appropriate. Liaison between the district and outside legal counsel on contractual issues. 	
<i>Contracts</i>	<ul style="list-style-type: none"> Design, administration, and implementation of the district's complete contracts process, including preparation of documents for BOT approval Drafting of leases, agreements, contracts, memoranda of understanding, and amendments for the BOT Coordination with Risk Manager and Director of Purchasing to ensure timely and comprehensive handling of contractual matters Technical assistance to campuses and educational centers for contracts , leases, license agreements and other legal Training sessions for college and district employees re: contract policy and procedures 	<ul style="list-style-type: none"> Drafts items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agenda so that the Board may act on them Assists in negotiation for offsite educational facilities, drafts, review and revises contracts, leases, license agreements and other legal documents for submission to the Board of Trustees
4. Diversity and EEO Compliance	<ul style="list-style-type: none"> Monitoring compliance relating to EEO, ADA, Sexual Harassment, and Discrimination Monitoring the screening and selection process of all employment vacancies or promotions EEO in-service training programs for faculty, staff and students. Policies and procedures related to employer/employee relations, discrimination complaints, grievances, conflict resolutions and disciplinary action Recruitment strategies, and special recruitment efforts directed toward ethnic minorities, women, and other underrepresented groups Investigation & resolution of employee and student complaints of unlawful discrimination and harassment Assistance to administration with mid-to-long range goals for assertive hiring of underrepresented faculty and staff Assistance to campuses with comprehensive and on-going recruitment and employment programs Assistance with annual update of District Faculty and Staff Diversity plan and programs Tabulation of data on faculty and staff diversity Receives, investigates, and seeks to resolve complaints relating to instructional issues 	<ul style="list-style-type: none"> Plans and establishes mid-to-long range goals for the assertive hiring of underrepresented faculty and staff Promotes diversity with faculty, staff and students

Function #5

Function	District	College
5. Employee Relations	Responsibility for: <ul style="list-style-type: none"> • Guidance, counseling, and assistance in implementing progressive disciplinary measures • Monitoring employee evaluation systems for management and staff • Employee handbooks • Employee accommodation and return-to-work processes • Training in grievance handling and disciplinary processes • Coordination & implementation of District’s group benefit and insurance programs 	
6. Hiring	Responsibility for: <ul style="list-style-type: none"> • Recruitment strategies; position advertising; applications input into tracking system • Review of minimum qualifications; identification of leading candidate group; selection committee membership review; prescreening process • Screening committee training on position needs, EEO, and interviewing protocol; orientation of screening committee; review of committees, screening criteria and interview questions. • Interview scheduling; communication of status of candidacy to applicants • Reference checks, employment offers; salary placement; applicant employment processing including entrance into database and salary processing to Payroll; new employee benefit information • Notification of hire for Board approval, PERS/STRS • Employee orientation <p><i>For District level personnel, responsibility for:</i></p> <ul style="list-style-type: none"> • Formulating selection committee; selection criteria/interview questions • Paper screening; interviews • Recommendation of finalist, reference checks, final interview • Candidate selection 	<ul style="list-style-type: none"> • Submits personnel requisition to initiate hiring <p><i>Hiring of campus personnel</i></p> <ul style="list-style-type: none"> ▪ Formulates selection committee in accordance with hiring procedures for campus personnel ▪ Recommends suggested selection criteria/ interview questions ▪ Participates in paper screening as required ▪ Conducts interviews ▪ Recommends finalist ▪ Conducts reference checks ▪ Conducts final interview ▪ Selects candidate

Function #5

Function	District	College
7. Professional Development/ Staff	<ul style="list-style-type: none"> • Professional development opportunities for staff; review of requests for professional development • Staff, management and faculty diversity; equity training and related legal considerations • Survey of staff training needs; delivery of training on a variety of topics • Mandatory staff, management and faculty harassment training 	Provides professional development activities for staff
8. Staff/Confidential Contracts	<ul style="list-style-type: none"> • Negotiations on successor agreements or re-openers with CSEA • Communication of new provisions to staff • Sunshining of district proposal for contract with CSEA • Administration of union contracts • Assistance with development of MOU booklets or agreements 	Administers union contracts in accordance with the agreements

Function #6: Student Services

Function	District	College
1. Athletic Program	<ul style="list-style-type: none"> • Oversight of district athletic programs in consultation with the colleges • Administrative representative to Orange Empire Conference 	<ul style="list-style-type: none"> • Oversight for the improvement and maintenance of athletic facilities • Supervision of on-site athletic events • Collaboration with district Dean of Athletics in the operation of campus athletic programs
2. Admissions	<p>Responsibility for</p> <ul style="list-style-type: none"> • Timely admissions and registration process via district A&R Timeline • Management of enrollment system for semester-long, short-term, and hourly courses; specialized support for customized training programs • Construction of functional parameters for enrollment services processing and infrastructure monitoring in partnership with Information Services (IS) • Implementation of state and local academic policies as appropriate • Coordination with Student Accounts and cashiering operations for consistency across campuses • Monitoring of consistency of policy for all A&R operations 	<p>Each campus has a comprehensive A&R department which provides:</p> <ul style="list-style-type: none"> • Application check for completeness/correctness, residency, CAP status. • Input and/or error check of applications, registration, adds/drop, CAP forms and transcripts. • Year-round application, registration, and enrollment services to current and prospective students. • Management of attendance, census, grade, positive attendance rosters, course adds/drops, and other operations through WebAdvisor, Phone Registration and over the counter services. • Oversight and management of Extenuating Circumstance Petitions initiated by students and grade changes per instructor authorization. • Veteran’s services to students seeking to use their veterans’ benefits. • Evaluation of student education records and graduation petitions, awarding of certificates and diplomas.
3. Bookstore	<ul style="list-style-type: none"> • Oversight of operations and monitoring of contract with Barnes & Noble for district bookstore operations • Management of bookstore operations in consultation with campuses 	<ul style="list-style-type: none"> • Provides indirect oversight for the bookstore operations • Conveys to district personnel any student or faculty concerns regarding bookstore operations <p>The following services are contracted out and provided by Barnes and Noble:</p> <ul style="list-style-type: none"> • Provides the necessary educational tools to serve and benefit the students, faculty and staff at all college locations including textbooks, course supplies and office supplies • Initiates and coordinates with faculty and other personnel the acquisition of textbooks, supplies and special related material required for instructional programs • Conducts opening and closing buy-back of used books at least three times per year and expands to off-campus sites and locations <p align="right"><i>Cont.</i></p>

Function #6

Function	District	College
(3) Bookstore		<ul style="list-style-type: none"> • Purchases supplies and emblematic clothing and soft goods to meet the needs of all students and the college community • Orders announcements and graduation attire for all graduates, faculty and staff participating in commencement • Maintains accounting records for special student programs including EOPS book grants, Department of Rehabilitation vouchers, scholarships, Veterans Administration and other student support programs established by the Associated Student Government • Plans/operates convenience store services inside the bookstore and continues to expand express services to other college sites and centers
4. College Police	Responsibility for: <ul style="list-style-type: none"> • Administration of policy and procedures for centralized operation • District safety and parking operations • Monitoring mutual enforcement agreements with local law enforcement agencies • Compliance with local, state, and federal laws and regulations • Appropriate disaster plans and adequate staff training 	<ul style="list-style-type: none"> • Monitors performance of the sergeant and police officers assigned to the campus • Conveys safety concerns of each campus to the district administration and Chief • Assists in the coordination of disaster plans and selection of disaster team • Ensures that safety personnel and equipment are available during disasters and emergencies
5. Disabled Students Programs and Services	Responsibility for: <ul style="list-style-type: none"> • Compliance with state and federal governments re: ADA regulations • Policy development and implementation in collaboration with the Vice Chancellor Student Services • Daily supervision of DSPS certificated and certificated staff • Coordination of interpreting services, alternate media, adaptive technology and workability III contract 	<ul style="list-style-type: none"> • Works collaboratively with district administration to ensure proper staffing for disabled student population • Works collaboratively with district administration to ensure access and reasonable accommodations for students with disabilities
6. Financial Aid <i>Accounting Matters:</i>	<ul style="list-style-type: none"> • Central processing hub for all federal and state student aid applications Responsibility for: <ul style="list-style-type: none"> • FISAP and MIS reports, program accounts, mails disbursements, monthly reconciliation with IFAS, invoices of overpayments and over-awards to students, monthly expenditures balances with Student Employment; fraud and forgery issues • Disbursement checks, financial aid reports, technical support in creating new required types of reports; interfacing with mainframe 	<ul style="list-style-type: none"> • Indirect supervision of student financial services • Direct supervision of campus financial services staff • Works collaboratively with District Dean of Financial Services and campus administration to develop policies and procedures for the disbursement of funds

Function #6

Function	District	College
<p>(6) Financial Aid <i>Accounting Matters, cont.:</i></p>	<ul style="list-style-type: none"> • Processing of Title IV refunds and over-award repayments • Reconciling Federal Work Study earnings for year-end reporting. • Verifications and analyses of tax returns • Financial Aid applications and corrections, performing needed analysis to derive an Expected Family Contribution • Clearance of discrepancies, edit checks, data matches and NSLDS. • Title IV center for federal processing • Ordering all student disbursement checks • Managing program funds re: awarding of financial aid • Completion of FISAP, COD, MIS reports and fund reconciliation • Maintenance of all required financial aid records associated with program reviews and audits • Oversight of student loan program • Administration of institutional scholarship program • Decision-making re: expenditures of BFAP Administrative Allowance; purchase of equipment, marketing items, organizing financial aid events and the BFAP year-end report • Documentation and handling for FAFSA, Cal Grants B & C, Disbursement Schedule, Award Policy, Student Budget, SAP policy, Policy and Procedure Manual 	
<p><i>Legal Matters:</i></p>	<ul style="list-style-type: none"> • District-wide student financial services policy oversight • Compliance with federal and state regulations • Implementation of state and federal assistance programs 	
<p><i>Training:</i></p>	<ul style="list-style-type: none"> • Counseling students and parents in the application process and the completion of required documents • Classroom presentations for in-reach purposes • Online loan workshop and exit counseling for student loans • Processing of FFELP loans, preparing and reconciling loan checks for disbursement • Internal staff training on new policies and procedures • Conferences, training and workshops to maintain professional currency • In-servicing staff and administrators about changes in regulations • Financial aid outreach coordination and awareness programs communitywide 	
<p><i>Records:</i></p>	<ul style="list-style-type: none"> • Maintenance of financial aid forms and documents • Maintenance of student files 	
<p><i>Other Services</i></p>	<ul style="list-style-type: none"> • Oversight of Satisfactory Academic Progress and Appeal Committee meetings; special circumstances, dependency overrides 	

Function #6

Function	District	College
<i>Other Services</i>	<ul style="list-style-type: none"> In-services for Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, Outreach, Scholarships, and Information Services offices Coordination of enrollment file, SSCR, Clearing House and GPA verification transmittal with IS 	
7. Food Services	<ul style="list-style-type: none"> Operations and consultant contracts with providers Food service operation including review and negotiation of contracts (vending, beverage) Management of food service operation in consultation with campus administration 	<ul style="list-style-type: none"> Provides indirect oversight for food service operations Conveys to district personnel any student or faculty concerns regarding food service operations
8. Health Services	<ul style="list-style-type: none"> Scheduling of nurses to assure adequate coverage in clinics TB testing for faculty and staff Responsible for health center policies, procedures and protocols Responsible for contracts for psychological and medical service providers, vaccine, pharmaceutical and medical suppliers Reporting of student, visitor and staff injuries to Risk Management Members of RCCD Safety Committee District representation in state and national Health Services organizations 	<p>Provides a wide range of ambulatory care services for students including:</p> <ul style="list-style-type: none"> Health care services to all eligible students Immunizations, TB testing, blood testing Physician/Nurse Practitioner appointments Low cost medications and prescriptions Co-Sponsors campus-wide health events such as blood drives, Health Fairs Emergency response on campus including integrated AED program Psychological services including crisis intervention Educational programs to promote wellness Medical and psych referral services Staff and faculty first aid and influenza vaccinations Referral to external providers in the greater Riverside area Support services for employees as appropriate
9. Matriculation		
<i>Admissions & Assessment</i>	<ul style="list-style-type: none"> Registration blocks for 1st time freshman until AOC is complete Policies (retests, appeals, challenges) Upgrades/solutions to problems re: Accuplacer, Information Services Coordination of placement services Tech support for all sites 	<ul style="list-style-type: none"> Enforces block on first-time freshman Offers placement tests on college campuses Data entry for informed ed goal after SEP is completed Maintains communication with other placement leaders Assists in implementation of cut-score validation
<i>Coordination & Training</i>	Responsibility for District Matriculation Newsletter; accuracy of MIS data; matriculation information updates and accuracy checks in all District publications and website	<ul style="list-style-type: none"> Ensures all new personnel receive necessary training Ensures accuracy of MIS data Ensures all Matriculation regulations are enforced

Function #6

Function	District	College
<i>Counseling & Follow-Up</i>	<ul style="list-style-type: none"> • Daily SARS upload • District counseling interventions • Probation/dismissal process • Early Alert process and evaluation 	<ul style="list-style-type: none"> • Provides counseling services • Provides intrusive counseling to developmental skills, “undecided,” and transfer student populations • Implements probation/dismissal and Early Alert processes
<i>Orientation</i>	<ul style="list-style-type: none"> • Student Handbook production 	<ul style="list-style-type: none"> • Mandatory orientation/counseling for 1st time freshmen; Orientation/Counseling sessions • Editing/revising Student Handbook
<i>Prerequisites</i>	<ul style="list-style-type: none"> • Assistance to Prerequisite Subcommittee/Curriculum Committee • Participation in District Curriculum Committee 	<ul style="list-style-type: none"> • Prerequisite enforcement, appeals processing; campus Prerequisite Subcommittee/ Curriculum Committee participation through Campus Matriculation Leader
<i>Research</i>	<ul style="list-style-type: none"> • Revalidation of cut scores and matriculation-related research as mandated by regulations 	<ul style="list-style-type: none"> • Accurate documenting of services received by students; • Accurate reporting of data
10. Records	<ul style="list-style-type: none"> • Enrollment information for comprehensive enrollment management reports. • Maintenance of integrated student records database for district-wide single student transcript • FERPA directory information in coordination with staff and faculty development efforts • Transcript and record keeping services • Record retention policy review and scheduling • Electronic and paper versions of key A&R forms • Archive management for admissions records and backup documentation • In conjunction with Information Services, responsible for annual review and update of website pages; analysis of enrollment reports and state 320 report; review of attendance collection, weekly/ daily census and positive attendance; review and update of programs related to registration such as prerequisite checks, course repetition checks, testing, and class waiver checks 	<ul style="list-style-type: none"> • Processes all student transcript and enrollment verification requests • Manages record retention of all Class I, II, and III education records, including imaging and storage • Assists in management of archive of admissions records and backup documentation • Oversees scanning, imaging, and organization of education records • Maintains auditable admissions, registration, attendance, and transcript files
11. Student Services	<ul style="list-style-type: none"> • Development of board policies relating to student matters <p><i>Responsibility for:</i></p> <ul style="list-style-type: none"> • Program development, student records, state reporting, state and federal compliance, and audit • Student expulsion hearings and conduct procedures • Policy review and development with campuses and academic leadership • Legal matters related to students records, including student rights • Student Services at off-campus sites • Student services representation in budget and planning issues • Equitable provision of matriculation services district-wide • Enrollment management process coordination 	<ul style="list-style-type: none"> • Direct responsibility for Student Services program at each campus • Review and develop policy in coordination with district and academic leadership



ABSTRACT OF THE SELF STUDY

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Standard I: Institutional Mission & Effectiveness

Norco Campus demonstrates a strong commitment to achievement of student learning by providing a full range of programs and services aligned with its mission statement.

The institution's mission guides planning and decision-making through the Norco Strategic Planning Committee (NSPC), working in conjunction with the administration, Norco Academic Planning Council (NAPC), and the Senate. The campus mission statement and the district-campus strategic initiatives are aligned through comprehensive four-year program reviews. Data provided by annual program reviews assist faculty and administration in prioritizing resource allocation and determining progress towards achieving student learning outcomes.

Norco's NAPC, NSPC and its sub-committees are part of an established campus-wide process for collegial, self-reflective dialogue

about student learning. These groups work together with the Norco Academic Senate and campus departments to articulate campus goals and a clearly written Academic Master Plan. Quantitative and qualitative data are used to evaluate the effectiveness of planning processes for achieving student learning.

Norco Campus participates in the development of district-wide student achievement goals, including General Education SLOs, through the involvement of faculty on the District Assessment Committee (DAC). The District Strategic Initiatives for 2005-2010 articulate measurable goals to improve institutional effectiveness. Norco's response to these strategic initiatives is the result of dialogue directed toward strategies for meeting these goals in terms of the students and communities served by Norco.

Standard IIA: Instructional Programs

Norco Campus has a strong commitment to high-quality instructional programs in recognized and emerging fields of study. Disciplines, student services programs, and administrative units at Norco participate in and comply with all program review, student learning outcomes development, and assessment procedures.

The campus meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Norco Campus has a full range of course offerings that support the capability to be a productive individual and lifelong learner. The district's recently adopted general education SLOs address the desired higher education skills of 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. General education SLOs also address those goals of higher education directed toward producing graduates with the ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and responsible citizens at all levels of human society.

Norco Campus has made significant progress in generating and using data to meet its mission goals of maintaining an effective, learner-centered institution, responsive to student needs. Increasingly, Norco Campus makes use of demographic information to identify

and analyze enrollment trends and learning needs for the communities it serves-

Since 2002, faculty and student support services staff have been fully engaged in implementing assessment as a means of enhancing student learning, including assessment of general education SLOs. The campus follows procedures established by the District Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in transfer disciplines, occupational programs, student services programs, and non-instructional units. Norco relies on faculty expertise and the assistance of advisory committees as appropriate to identify competency levels and student learning outcomes for both transfer and vocational courses and programs.

A majority of course outlines district-wide now contain appropriate, integrated student learning outcomes. Academic disciplines are working to establish SLOs for their programs, and occupational programs are developing SLOs for their certificate/degree patterns. However, SLOs are still being developed for a majority of degree and certificate programs in the district. General education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges. With the support of the district's Office of Occupational and Vocational Education, occupational faculty members are designing meaningful assessment tools to meet both licensing requirements and accreditation standards.

Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of instructional delivery modes compatible with established curriculum and program objectives and attuned to demonstrable/ expressed student needs. Among these offerings are online, hybrid, and web-enhanced courses

supported by Open Campus. In 2005 Open Campus conducted an online survey which indicated a strong need for, and interest in, online instruction by a serious adult working population seeking a four-year degree.

Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates and programs are clearly defined; graduation and licensure requirements are disseminated to the public using multiple means. The curriculum, program review and assessment processes ensure a recursive review of all SLOs and course outlines of record, modes of delivery, and methods of instruction.

Systematic evaluation and course- and campus-based assessment processes support integrated academic planning through the Norco Academic Planning Council and the Norco Strategic Planning Committee. In October of 2006, Norco Academic Senate voted to establish its own curriculum committee. This committee, under the guidance of the District Curriculum Committee, will begin independent review and approval of local curriculum in fall 2007.

Norco Campus is exploring the development of a series of transfer degree programs in specific majors in order to: (1) address rigor and sequencing issues that are insufficiently defined in the existing general education transfer degrees, which were last developed and approved in 1917; (2) encourage retention, persistence, and completion rates; and (3) ensure that students earn a degree with a "disciplined focus" as mandated by Title 5 and the State Chancellor's Office.

Norco faculty members explore and provide effective modes of delivery and teaching methodologies that promote student success. Faculty members maintain and improve their teaching skills through attendance at workshops and conferences on new pedagogical approaches and instructional methods and techniques.

The institution assures that clear and accurate information about educational courses and programs and transfer policies is available to all students through the district catalog and other publications. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the district's officially approved course outline. Once Norco Campus becomes a college, the publication of a separate catalog, planned for the 2008-2009 school year, will provide clear evidence of Norco's institutional commitment to provide appropriate programs and services to the communities it serves.

STANDARD IIB: Student Support Services

Norco Campus maintains programs and services that support and enhance understanding and appreciation of diversity. The institution researches, identifies and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data collection methods.

Norco Campus is committed to increasing and expanding access to all targeted student populations through the continuous improvement of its support services. Since the previous accreditation self-study, Norco Campus administrators, staff and faculty have utilized district institutional research data to successfully identify the specific needs of Norco students. The campus has consistently increased its commitment to provide appropriate, comprehensive and reliable support to its students regardless of location or method of delivery.

Student services programs have been successful in their efforts to provide services and resources that effectively contribute to students' personal and academic growth. Support programs at Norco Campus are interrelated and

The Board of Trustees' code of ethics and academic freedom policies, as well as the faculty "Ethics Statement," emphasize the commitment of the district and Norco Campus to the integrity of the teaching/ learning process and to the free pursuit and dissemination of knowledge. Students are informed of the district's policies on academic honesty and the consequences of dishonesty in the Student Handbook and on individual course syllabi given to each student in all classes.

complement each other in order to enhance the educational experience and maintain a supportive learning environment. Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) have been developed as part of the fall 2006 program review.

Student Services utilizes information and data from program reviews and Student Satisfaction Surveys (CCESQ) to maintain high quality of services and identify areas in need of improvement within various student services programs. Student learning needs are also supported through the use of technology and online services integrated into the admissions and records, matriculation, and counseling processes.

The comprehensive district Student Services Program Review completed in 2004-2005 has resulted in the formulation of SLOs, SAOs and assessment measures for all programs under the umbrella of Student Support Services. Thus, an effective structure has been put into place for the evaluation of the adequacy of student services in meeting student needs, and significant progress has been made in meeting the standard.

STANDARD IIC: Library and Learning Support Services

The Wilfred J. Airey Library at Norco Campus is one of three campus libraries sharing resources with the other RCCD libraries. Until recently the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College campus acted as host to the Airey Library on the Norco Campus. Beginning February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and a newly hired Assistant Dean of Library Services assumed responsibility for the Norco library.

The library and learning support services at Norco provide adequate access to students, staff, and faculty on campus. Norco librarians and discipline faculty acquire materials to support student learning and meet the mission of the campus. Library faculty members continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. Because the three campus libraries share resources, learners have access to the entire circulating collection, regardless of where an item is housed, through intercampus loan service.

Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes John F. Kennedy High School, basic skills, and DSPS students.

Information competency skills training is also provided formally in scheduled workshops and online courses, and informally through library tours and other one-on-one assistance. Workshops and the online Library 1 course cover a variety of topics, including the use of electronic resources (scholarly journals, newspaper and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of cita-

tions, Noodle Tools, and advanced internet searches).

The Instructional Media Center (IMC) has temporarily expanded its operational space and resources to meet increasing work orders and equipment maintenance and repair requests. IMC has implemented a district-wide faculty survey which could provide useful information for implementing improvements and changes in services.

In addition to the IMC, learning support services at Norco Campus include the Writing and Reading Center, Math and CIS labs, and Tutorial Services. Utilization data for these labs and for Tutorial Services at Norco are currently being collected and evaluated by the campus Outcomes Assessment Specialist. Some student success rates have been analyzed for the math lab and Tutorial Center; analysis of success rates for students enrolled in English practicum courses (one-on-one assistance in the Writing and Reading Center) is scheduled for analysis in summer-fall 2007. Using this data, Norco Campus learning support programs will adapt their services to better meet student needs and improve institutional effectiveness.

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. One-minute paper assessments and the online LAMP website student satisfaction survey have provided useful feedback regarding the achievement of student learning outcomes for Norco Library and students. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best practices recommendations is being used to increase institutional effectiveness in meeting student needs.

STANDARD IIIA: Human Resources

Working with the district Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified academic and classified personnel in accordance with state and district hiring policies and procedures in order to achieve the highest levels of student learning and institutional effectiveness.

Oversight of hiring procedures remains a district-level function; Norco works in concert with Human Resources to ensure that all hires are a good fit with institutional and campus goals. The campus follows a fair and equitable hiring process established through district policy, and all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

All faculty are evaluated regularly and systematically; evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus /district involvement. Faculty are also expected to teach to the course outline of record and have SLOs in their syllabi that are consistent with the SLOs in CORs. For staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance. Management is also evaluated to encourage improvement in carrying out designated functions, duties and responsibilities using the criteria and processes prescribed in the district's Management Job Performance Evaluation document.

The bargaining unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation, using standardized evaluation criteria. Board poli-

cies and administrative regulations specify the procedure for management evaluations and documentation. Written criteria exist for evaluating all personnel including evaluation of performance of assigned duties, as well as participation in institutional responsibilities and other activities appropriate to their assignment.

Faculty engage in a variety of opportunities for professional development through FLEX day activities and workshops, conferences, salary reclassification opportunities via professional growth activities, sabbatical leave awards, and individual professional development activities. New full-time faculty orientation and training includes face-to-face workshops and online instruction through 4faculty.org. Each new faculty member is also mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org

Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization workshops and seminars, professional organization conferences, community education, and online workshops.

The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district Office of Institutional Effectiveness uses the results of these evaluations as a basis for continued improvement of the professional development process.

STANDARD IIIB: Physical Resources

Planning processes are in place to assure effective utilization and continuing quality of physical resources at Norco Campus in order to support its programs and services. As part of the ongoing process of facilities planning, each campus academic and non-instructional unit identifies its resource needs by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning Council (NAPC). Using the information provided by the NAPC, the Physical Resources subcommittee of the Norco Strategic Planning Committee (NSPC) identifies facilities needs for each department and makes recommendations to the NSPC at large, which in turn forwards its recommendations to the campus president. These needs

are integrated within the Norco Academic Master Plan. The district's Facilities Planning, Design, and Construction Office then has primary responsibility for oversight and coordination of the planning of all major capital outlay projects.

The current system of identifying and communicating physical resource needs through discipline and non-instructional program reviews and annual campus-based program updates, with collaboration by the Physical Resources subcommittee, and of integrating these processes into the Norco AMP, is a strong model for physical resource decision-making driven by program needs. The strategic planning processes integrate planning and institutional goals more effectively.

STANDARD IIIC: Technology Resources

Norco Campus provides appropriate technology support to faculty for research and course development; to students for learning activities; and to staff and administration for the performance of their job duties. Academic Information Architecture, Information Services, Open Campus, IMC, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Norco Campus makes appropriate technology training available to all students, faculty and staff who need assistance and support. The campus focuses on providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

Norco Campus undertakes strategic planning for technology resources in order to support,

develop, maintain, and enhance campus programs and services. The Technology Resources subcommittee of the Norco SPC, using information from discipline program reviews and departmental budget requests, prioritizes the recommendations for purchase of equipment in order to ensure equitable distribution and utilization of technology resources. Allocation of technology resources is made by administrative decision after incorporation of input from faculty, campus technical specialists, data from end-users, and on an as-needed basis, subject to district budget allocation fund availability.

Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. Strategic planning ensures that all requests for additional equipment or software are equitably researched and analyzed.

STANDARD IIID: Financial Resources

Within the Norco Academic Master Plan (NAMP), each department provides a plan for future growth and development as well as a list of staffing, equipment, facilities planning, and budget requests. Review and prioritization of these requests derives from departmental funding requests based upon instructional and non-instructional program reviews.

The Norco Strategic Planning Committee (NSPC and its Financial Resources subcommittee work with the Norco Academic Planning Council (NAPC) to review each department's contribution to the NAMP, and along with other documents, prioritize current and future financial needs annually. Norco Campus follows all guidelines and processes for financial planning and budget development, allowing all campus constituencies to participate in the processes. These con-

stituencies review and discuss the funding needs of the campus and make recommendations to appropriate administrators.

Through monthly financial reports submitted to department chairs and administration, dialogue and budgetary recommendations from the Financial Resources subcommittee of the SPC, and prioritized input from departments via instructional and non-instructional program reviews, Norco Campus makes every effort to establish funding priorities to help departments achieve their educational and financial goals.

The district is primarily responsible for budgeting and the disbursement of all fixed income including full-time instructors, full-time staff, and part-time occasional staff. It is also responsible for financial planning and funding of Public Information, Information Services,

Student Financial Services, Digital Library, Athletics, and Campus Safety & Police. A number of support functions, including Instructional Media Services, Airey Library, and Admissions & Records, share control over operations, personnel, and budget with the district.

In making short-range financial plans, the district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

The district's annual budget, finances and expenditures are audited yearly by external auditors. Audit finding responses are prepared by the responsible administrator at either the district or campus level. The

responses are included in the issued audit report.

The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers. Norco Campus also systematically assesses the effective use of financial resources and uses the results of its evaluation as the basis for improvement. The Norco Strategic Planning Committee and its Financial Resources subcommittee make recommendations for changes in the fiscal process by using the input from departments and annual program review updates. The Vice President of Business Services and Norco Campus administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes. Through all these means, financial resources are integrated with institutional planning.

STANDARD IV: Decision-Making Roles and Processes

A defining measure of Norco Campus leadership is the active participatory role that faculty, staff, and students play in the Academic Senate, the Norco Strategic Planning Committee and its nine subcommittees, the Norco Academic Planning Council, and Associated Students of Norco Campus. Faculty and staff, assisted by administrators as appropriate, establish agenda items, conduct meetings, make recommendations to district and Norco administrators, initiate and implement local and district procedures and policies in order to improve student learning and enhance institutional effectiveness. The Norco student body has an active and growing student government and organized student clubs.

Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, and institutional excellence. The commitment of the administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organizations ensures effective dialogue,

planning, and implementation to meet the central Norco mission goal of improved student learning.

In addition to the established district governance structures, Norco Campus has established specific strategic planning subcommittees and other practices to address all areas of governance. Interactions within and among the various governance structures at Norco Campus--the Norco Strategic Planning Committee, NSPC Co-Chairs Council and subcommittees, the Norco Academic Planning Council, the Academic Senate and its committees, and the Associated Students Norco Campus--involve all constituency groups on the Norco Campus.

The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and practices to ensure institutional effectiveness and the quality of student learning, and to protect the district from undue influence or pressure. Primary goals of the district are to respond to the educational

needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of its students and staff, as well as the community. Board policies are sufficient to assure consistency with the district's mission and goal. Board policies are reviewed periodically and updated and/or revised as necessary.

The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for administration and operation of Norco Campus to the campus president.

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. The president communicates with the Board of Trustees by attending all Board of Trustees meetings and standing Board committee meetings. She coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Executive Committee, District Budget Bunch, and District Strategic Planning Committee meetings.

The president actively participates in campus governance processes and provides guidance for instruction, establishing procedures that help the campus to function at a high level of effectiveness and efficiency. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

Dialogue is ongoing at the campus and district levels concerning governance roles and decision-making processes, and the district-

campus strategic planning process, based on a learner-centered curriculum model, facilitates both dialogue and ongoing evaluation of governance policies, processes and procedures.

ORGANIZATION OF THE SELF STUDY

TIMELINE

PREPARATION

Fall 2004	District Coordinating Committee meets District guidelines for campus timelines established
Spring 2005	Form the Norco Campus steering committees and the recommended 9 standard/section committees Begin self-study training at District level
Summer 2005	District training for Norco steering committee
Fall 2005	
<i>September 8</i>	ACCJC Training
<i>October</i>	District Faculty/Administration Accreditation Retreat Norco strategic planning/accreditation online forums created

RESEARCH AND WRITING OF DRAFTS

Spring 2006	Norco Campus retreat (2 days) Bi-weekly Accreditation Progress meetings: Norco standards committees present status of work in open forums every other week.
Summer 2006	Standard committees write rough drafts of each standard/section Executive Steering Committee meets to establish evidence procedures and documentation
Fall 2006	
<i>August</i>	Presentation and discussion of rough drafts at campus FLEX day
<i>September</i>	Review/discussion/revision of drafts for each standard
<i>October</i>	Evidence room established Sharepoint website implemented

<i>November</i>	Steering Committee Progress update Revised drafts of each standard submitted Rough draft of introduction written and distributed
<i>December</i>	Review/discuss revised drafts of each standard Develop rough draft of complete report

DEVELOPMENT OF ROUGH DRAFT, COMPLETE REPORT

Winter 2007

<i>January</i>	Continue writing rough draft of complete report
<i>February</i>	Complete first final draft presented at FLEX day Campus-wide dialogue workshop

COMPLETION OF FINAL DRAFT, SELF STUDY

Spring 2007

<i>March</i>	Campus dialogue sessions on first final draft Final editing of draft by Norco self study co-chairs and editor
<i>April</i>	Completion of final draft Submission of final draft to Executive Steering Committee
<i>May</i>	Final editing of draft for publication
<i>May/June</i>	Board of Trustees Approval of Self Study
<i>June</i>	Final collection of evidence

Summer 2007

<i>July</i>	Self Study Reproduction
<i>August</i>	Submission and mailing of Self Study

ACCREDITATION TEAM VISITATION

Fall 2007	Accreditation Visitation
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ACCREDITATION COMMITTEES

Self-Study Facilitators

Sheryl Tschetter, Co-Chair/Assistant Professor, English
Sharon Crasnow, Ph.D., Co-Chair/Associate Professor, Philosophy
Bonnie Pavlis, Ph.D., Editor/Associate Professor, Humanities

STEERING COMMITTEE

Sarah Burnett	Instructor, Early Childhood Studies	Bonnie Pavlis, Ph.D.	Associate Professor, Humanities
Edward Bush, Ph.D.	Dean, Student Services	James Thomas, D.P.A.	Assistant Professor, Construction Technology
Sharon Crasnow, Ph.D.	Associate Professor, Philosophy	Deborah Tompsett-Makin, Ph.D.	Associate Professor, Political Science
Brenda Davis, Ed.D.	President, Norco Campus	Sheryl Tschetter	Assistant Professor, English
Normand Godin	Vice President, Business Services	Gail Zwart, D.P.A.	Instructor, Business Administration
Gaither Loewenstein, Ph.D.	Vice President, Educational Services		

STANDARD WRITING TEAMS

Standard I: Institutional Mission and Effectiveness

Sarah Burnett, <i>Co-chair</i>	Instructor, Early Childhood Studies
Gregory Aycock	Outcomes/Assessment Specialist
Arend Flick, Ph.D.	District Assessment Coordinator, Associate Professor, English
David Mills	Assistant Professor, English
Lisa Nelson, Ph.D.	Instructor, English

Standard II.A: Instructional Programs

Melissa Bader, <i>Co-Chair</i>	Instructor, English
Deborah Tompsett-Makin, Ph.D., <i>Co-chair</i>	Assistant Professor, Political Science
Rex Beck	Assistant Professor, Business Administration
Janet Frewing	Assistant Professor, Mathematics
Billie Masters, Ph.D.	Adjunct Faculty
Carol Miter	Associate Professor, English
Robert Prior	Associate Professor, Mathematics

Standard II.B: Student Support Services

Daniela Greco, <i>Co-chair</i>	Outreach Specialist
Jimmie Hill, <i>Co-chair</i>	Assistant Professor, Counseling
Cynthia Acosta	Counseling Clerk
Dominique Hitchcock, Ph.D.	Assistant Professor, Spanish
Pamela Kollar	Academic Evaluations Specialist
Maria Maness	Matriculation Specialist

David Payan	Associate Professor, Counseling
Steven Purdy	Financial Aid Analyst
Richard Ries	Instructor, Mathematics
Andy Robles	Assistant Professor, Mathematics
Dimitrios Synodinos	Coordinator, Student Activities
Linda Reifschneider	Public Affairs Officer

Standard II.C: Library and Learning Resources

Tamara Caponetto, <i>Co-chair</i>	Tutorial Services Clerk
Michael Angeles	Microcomputer Support Specialist
Celia Brockenbrough	Associate Professor, Library Services
Miguel Castro	Library Clerk
John Coverdale	Associate Professor, CIS
Rene Diaz	Instructional Media/Broadcast Technician
Katherine Faircloth	Library Clerk
Carlos Garcia	Associate Professor, Drafting
Susan Mazur-Stommen, Ph.D.	Adjunct Faculty
Judy Perhamus	Associate Professor, CIS
Richard Ries	Instructor, Mathematics
Margarita Shirinian	Instructor, ESL
Deborah Smith	Associate Professor, Mathematics

Standard III.A: Human Resources

James Thomas, D.P.A.,
Co-chair Assistant Professor,
Construction Technology
Eric Betancourt Student Services
Technician
Elisa Chung Associate Professor,
Mathematics
Michael Cluff Associate Professor,
English
Mark DeAsis Student Services Supervisor
Joseph DeGuzman Assistant Professor,
Mathematics
Carlos Garcia Associate Professor,
Drafting
Alex Huerta Student
Richard Ries Instructor, Mathematics

Standard III.B: Physical Resources

Siobhan Freitas, Ph.D.,
Co-chair Assistant Professor,
Chemistry
Steven Monsanto, Director, Plant Operations
Co-chair
Charles Sternburg, Ph.D. Associate Professor,
Co-chair Anatomy and Physiology
Leona Crawford Support Services Specialist
Debra Creswell Administrative Assistant to
the President
Mark Lewis Assistant Professor, Speech
Communication
James Morrison Associate Professor, Biology
Carlos Naranjo Student Body President
Chandra Ratnayake Laboratory Technician,
Mathematics and Sciences
Walter Stevens Associate Professor,
Theater Arts
Phu Tran, Ph.D. Instructor, Physics
Paul Van Hulle Instructor, Manufacturing
Technology
Linda Wright Administrative Assistant,
Business Services

Standard III.C: Technology Resources

David Dieckmeyer Instructional Support
Co-chair Specialist
Alexis Gray, Ph.D. Instructor, Anthropology
Co-chair
Louis McCarthy Microcomputer Support
Co-chair Specialist
Catherine Brotherton Associate Professor, CIS
John Coverdale Associate Professor, CIS
Sharon Drake Education Advisor,
Assessment
Steven Gilson Associate Vice Chancellor,
Information Services
(District)
Brian Johnson Assistant Professor,
Mathematics
Stephany Kyriakos, Ph.D. Associate Professor, History

Henry Rogers Director, Center for
Applied Competitive
Technologies (CACT)
Anne Ybarra Educational Advisor,
Career, Transfer and Job
Placement

Standard III.D: Financial Resources

Peter Boelman-Lopez, Associate Professor,
Co-chair Economics
Khalil Andacheh, Ph.D. Assistant Professor,
Sociology
Normand Godin Vice President, Business
Services
Fernando Salcedo, Ph.D. Associate Professor,
Spanish
Walter Stevens Associate Professor,
Theater Arts
Patricia Worsham Assistant Professor,
Business Administration

Standard IV.A&B: Leadership and Governance

Gail Zwart, D.P.A. Instructor, Business
Co-chair Administration
James Sutton Senior Applied Technician
Co-chair
Gerald Cordier Assistant Professor,
Drafting
Diane Dieckmeyer, Ed.D. Dean of Instruction
Carol Farrar, Ph.D. Associate Professor,
Psychology
Jason Parks Instructor, Mathematics
Karin Skiba Associate Professor, Art
Ruth Smith Administrative Assistant,
Educational Services
Julie Taylor Instructional Department
Specialist
Thomas Wagner, Ph.D. District and Norco
Academic President /
Associate Professor,
Business Administration

OFF-SITE FACILITIES – NORCO CAMPUS

Norco Campus has six off-campus sites (see list below), the majority of which are centers capable of providing instruction in a variety of physical education areas: yoga, dance, bowling, physical fitness, and golf. The Fender Center for the Performing Arts has classrooms fully equipped for the teaching of music courses such as class piano, class guitar, and musicianship. With the opening of the John F. Kennedy Middle College High School in fall 2006 on campus land leased to the Corona-Norco Unified School District, afternoon and evening classes previously offered at Norco High School were moved to JFK, which now offers more than 22 afternoon and evening sections to Norco students.

- **24 HOUR FITNESS**
275 Teller Street, #100
Corona, CA
First Utilized: February 2003
Last utilized: Spring 2007
Classes Taught: Physical Fitness
- **BRUNSWICK CLASSIC LANES**
1800 Hamner Avenue
Corona, CA 92860
First Utilized: August 1996
Classes Taught: Bowling
- **CITY OF NORCO – COMMUNITY CENTER**
(Small/Large Auditorium and Dance Room)
3900 Acacia Avenue
Norco, CA 91760
First Utilized: February 2002
Classes Taught: Yoga and Dance
- **CRESTA VERDE GOLF CLUB**
1295 Cresta Road
Corona, CA 92879
First Utilized: September 2003
Classes Taught: Golf
- **FENDER CENTER FOR THE PERFORMING ARTS**
365 N. Main Street
Corona, CA 92880
First Utilized: February 2003
Classes Taught: Music
- **JOHN F. KENNEDY MIDDLE COLLEGE HIGH SCHOOL**
1951 Third Street
Norco, CA 92860
First Utilized: Fall 2006
Classes Taught: All Disciplines

DISTANCE EDUCATION – NORCO CAMPUS

Norco Campus, through the district's Open Campus program and the Blackboard/ Web CT platform, offers online courses which respond to the needs of students who are better served through alternative modes of instruction or are unable to take traditional classroom courses. Distance learning remains consistent with Norco's stated mission to "[...]equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes." The district and Norco Campus are committed to information competency and communication skills, which are stated components of the general education SLOs for RCCD. An Open Campus Survey conducted in 2005 indicates high student satisfaction with distance education services provided through Open Campus.

All distance education courses must be approved by the District Curriculum Committee which determines the appropriateness of this mode of delivery for the particular course offering. As a result, the distance education component of the campus course offerings demonstrates appropriate rigor and depth equivalent to all other educational modes of delivery at Norco Campus. The Hybrid Academy, a one-day intensive mandatory training session for prospective online faculty, provides instructors with general information about the Web CT platform and basic requirements for the content of distance education courses. Online courses must contain observable, measurable learning outcomes; must contain accessibility features for disabled students; must provide online and/or face-to-face interaction with instructors through required office hours and with other students through chat rooms.

Online instruction began at Riverside Community College District in fall 1999 with one Introductory Political Science course and

grew rapidly within a year to 15 sections of 12 different courses in 10 subject matter areas. Four Norco Campus faculty began teaching online in fall 2001, and by spring 2007, over 17 Norco faculty members, both full- and part-time taught 95 sections of online or hybrid classes in a variety of subject matter areas, or 40% of all online-hybrid courses offered by RCCD.⁶ Currently, 50% or more of 25 certificates and one A.S. degree are available online.

The extraordinary popularity of instruction in the distance/online format is a national phenomenon, serving the needs of students who live at a considerable distance from the campus, have problems with transportation or child care, or have work schedules that make attending traditional classes extremely difficult. In addition, the increasingly heavy traffic in areas served by the Norco Campus, and the consequent environmental impact, are strong indicators of the appropriateness of substantial online offerings to serve the campus community.

In addition to courses offered partly or entirely online, Norco Campus offers the following online and support services to students through WebAdvisor and other means:

- Application to RCCD Norco Campus
- Access to the district catalog and the schedule of classes
- Registration and payment for classes
- Add/drop capability
- Grade check
- Online counseling appointments
- Online financial aid information and applications
- Online tutoring (synchronous and asynchronous)
- Online probation and academic workshops

⁶ In spring 2007, a total of 240 sections of online and hybrid courses were taught district-wide. A variety of other distance education modes are also available, including web-enhanced, telecourse, and teleweb courses.

- Online early alert
- Help desk support
- Wireless access on campus
- Access to catalog, online journals and databases in the Digital Library (LAMP) collection
- On-campus CIS lab and tech support which provide students with the academic and technical skills required to successfully complete courses in a distance education format.

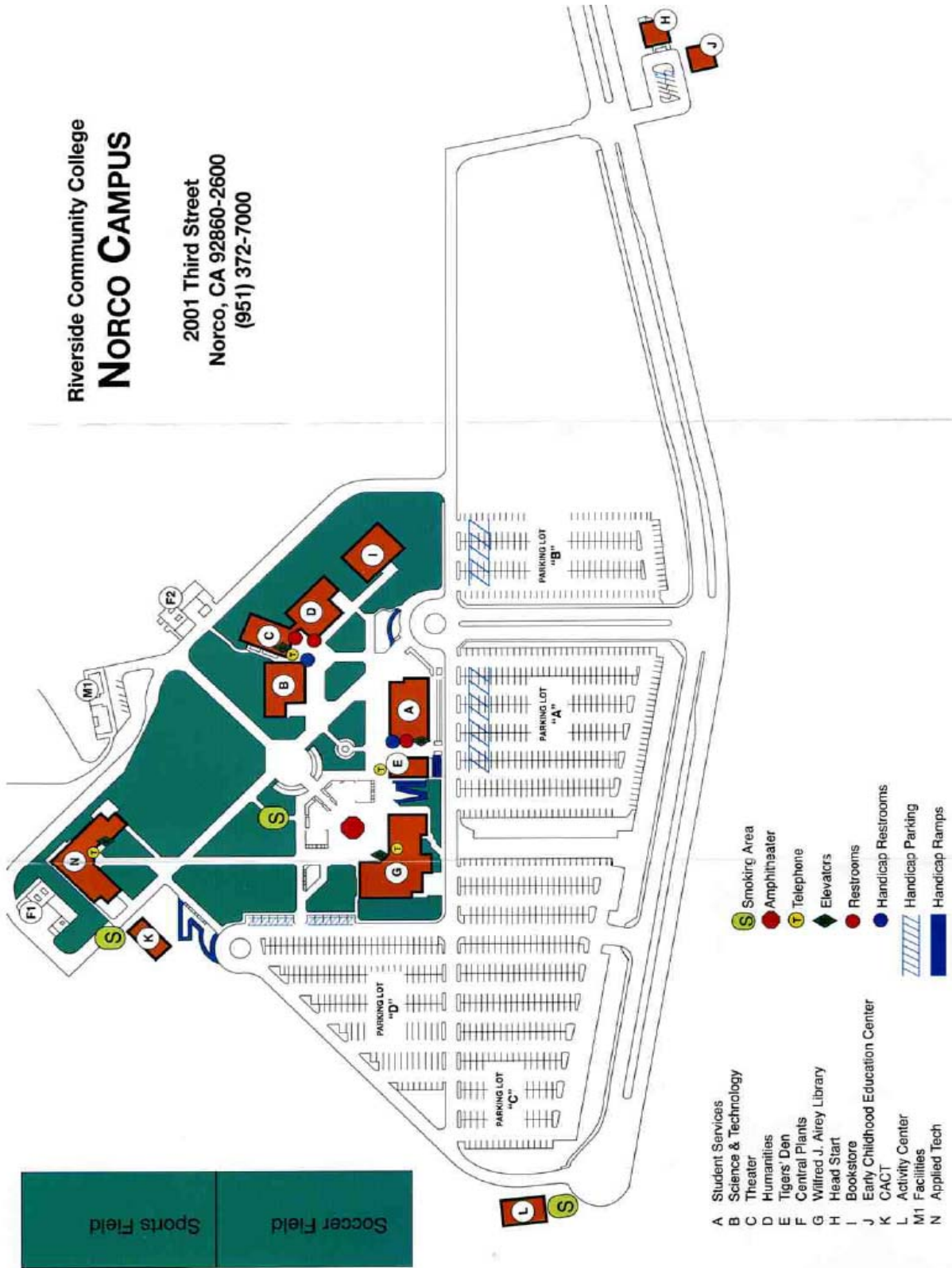
Online services available to faculty include:

- Access to enrollment data for all courses at RCCD
- A variety of roster types and enrollment forms for the individual faculty member's own courses, including:
 - Access to data on courses taught in previous semesters
 - Drop forms
 - Census rosters/reports
 - Grade rosters
 - Attendance rosters
- Access to FLEX information and attendance reporting for FLEX activities

- Access to 4faculty.org, a series of self-paced instructional modules covering a variety of issues of importance to community college faculty
- Access to the district's Innovation Center, located on the Riverside City College Campus, which provides instruction and assistance in distance-related technology and software appropriate for the context of distance learning.
- Norco Campus-based tech support and instruction in software and distance technology skills
- Enrollment in TurnItIn.com, a national plagiarism check service for student papers, and in Respondus, a program for converting objective tests to online formats.

Through these online services, faculty and students are provided with a convenient, flexible, and effective means of managing the registration, attendance, grading and enrollment processes at Norco Campus and the district.

NORCO CAMPUS MAP





STANDARD I
Institutional Mission & Effectiveness

Standard I: Institutional Mission & Effectiveness

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

Standard I.A: Institutional 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 purpose, its character, and its student population.

STATEMENT OF MISSION. The new Norco mission statement, approved on June 20, 2006, by the RCCD Board of Trustees, clearly defines the broad educational goals of Norco Campus. This statement is the result of dialogue and collaborative effort and reflects a strong commitment to student learning, to educational quality, and to the community.

The Norco Campus mission statement is as follows:

Today's Students, Tomorrow's Leaders

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of techno-

logical programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

DESCRIPTIVE SUMMARY

In the spring of 2004, Riverside Community College District developed an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data for decision-making and links program review, assessment, and academic planning with strategic planning.

The alignment of educational programs with the mission of both the campus and the district is assured initially through the locally-developed program approval process (I.A-1) with the oversight of the local Academic Senate, the Norco Strategic Planning Committee, and the District Curriculum Committee. Ongoing evaluation is assured through the comprehensive program review process. As instructional programs, student services programs, and

administrative units prepare their program reviews, they review the environmental scan and other relevant demographic and institutional data in order to determine the suitability of programs for the learner populations, their needs, and the missions of the district and the campus.

The Norco Campus mission statement reflects a range of educational programs and services at Norco Campus that meet the needs of a diverse community of student learners, both full- and part-time: those seeking career education through technical certificates and programs; those interested in basic skills remediation or personal development; and those seeking transfer opportunities.

Norco's student population is younger than the population average for community colleges across California - over two-thirds of Norco Campus students are under 25. Almost two-thirds are female, and a majority comes to Norco directly after high school graduation. The proportion of whites to Hispanics is close (40 percent to 35 percent), while a smaller balance exists between Asians and African Americans (9 percent and 8 percent respectively). (I.A-2)

Norco Campus strives to meet the diverse needs of this varied and dynamic student body by offering students an expansive and comprehensive range of learning opportunities. These include:

- AA/AS degree programs
- Transfer opportunities
- Certificate programs
- Title V programs including learning communities, supplemental instruction, technology-enhanced instruction, fast-track English, summer math intervention
- Puente program, Talented Tenth, TRIO
- Basic skills courses

- English as a Second Language (ESL)
- Weekend College
- Afternoon, evening, and short-term (fast track) courses
- John F. Kennedy Middle College High School (I.A-3)
- Face-to-face, online, and hybrid learning opportunities

Norco Campus also offers a variety of student support services including:

- Writing and Reading Center
- Math lab
- Computer lab
- Library services including information competency workshops and tutorials
- Tutoring in most major subject areas
- Counseling for entering and continuing students
- Child Development Center (Head Start)
- Programs and services for disabled students (DSP&S)
- Technology assistance and software such as Tegrity, Podcasting, and wireless campus access

SELF EVALUATION

The standard is met. Norco Campus provides a full range of programs and services to meet the needs of a diverse community of student learners. These programs and services are aligned with the new Norco mission statement, with the overall district mission, and with the character of the institution. The number of established and planned academic and vocational programs offered at Norco has increased significantly since 2001, and Student Services has expanded the variety of learning communities and technology-enhanced services available to meet student needs.

Now that Norco Campus has emerged as a separate institution, attention is being paid

to the differences between the learner populations of the Norco-Corona area and the learner populations of the other regions served by the district. Additional factors include the demographic composition and industrial base of the community served by Norco Campus, which is evolving rapidly and which is being into consideration in planning for future student needs.

PLANNING AGENDA

- Continue to review and revise Norco's programs and services in response to changes in the community and following local assessments of student learning effectiveness.
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research.
- Review and incorporate information from the new Environmental Scan (to be published in late 2007) in order to better serve the Norco Campus learning community.

I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The Riverside Community College District Board of Trustees approved the Norco Campus Mission Statement on June 20, 2006 (I.A-5, I.A-6). The recently approved mission statement is published in the Norco Academic Master Plan (I.A-7) and on the Norco Campus website (I.A-4). All proposed future changes and revisions to this

mission statement will be approved by the Board of Trustees.¹

SELF EVALUATION

The standard is met. In 2006 the Board of Trustees approved the Norco mission statement. The commitment and initiative shown by faculty on the Norco Strategic Planning Committee in developing the new mission statement are strong evidence of a collaborative, dialogue-driven, and learner-centered model for institutional planning.

Norco Campus had written a previous mission statement in 2003, which was not published at that time since the institution was an educational center. Norco had thus operated until this past year under a single district mission statement. The new Board-approved mission statement now clearly reflects a collaborative effort to express Norco's commitment to student learning and the community. It is ready to be distributed more widely in district and local publications.

¹ The Norco Campus mission statement was approved by the RCCD Board of Trustees on June 20, 2006. The statement was created through the processes of collaborative dialogue and self-governance. An initial draft created by the subcommittee for Institutional Mission and Effectiveness of the NSPC was (1) emailed to all identified subcommittee members for feedback and modification; (2) modified and approved by the Norco Academic Planning Council and again by the Norco Strategic Planning Committee; (3) brought before the RCCD Executive Committee, which sent it back to Norco for revision. After further revision, the mission statement returned to the Chancellor's Executive Committee in early June 2006. The Chancellor's Executive Committee gave its final approval and sent the mission statement forward to the Board of Trustees, which approved it on June 20, 2006.

PLANNING AGENDA

- Revise the method of distribution of the Norco mission statement to capture a wider audience:
 - ◆ Include the statement in all print and electronic publications, reports, and flyers, including the latest course catalog.
 - ◆ Display the statement in prominent locations on campus such as in the Admissions lobby and in campus display cases.
 - ◆ Explore the possibility of distributing the mission statement in the languages of the Norco-Corona communities it serves.

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.

DESCRIPTIVE SUMMARY

Following the decision of the Board of Trustees in March 2002 to move to a three-college system, responsibility for developing, reviewing, and revising a learner-centered mission statement fell to each of the campuses. Early in 2003, as a response to this recommendation, Norco Campus administration developed its first mission statement. After achieving initial eligibility for college status, the institution engaged in ongoing, collaborative dialogue during spring 2006 to ensure that a new mission statement was drafted which accurately represents Norco Campus goals and those of its students and communities. The new strategic planning process was used, and the subcommittee for Institutional Effectiveness initiated work on the mission

statement. After many draft revisions and considerable discussion, the new document was approved by the Norco Academic Planning Council (NAPC) and the Norco Strategic Planning Committee (NSPC) and sent to the Board of Trustees, which approved a revised mission statement and an institutional motto on June 20, 2006.¹ (I.A-6, I.A-8, I.A-9).

SELF EVALUATION

The standard is met. Norco Campus utilized its governance structure, the NSPC, its subcommittee on Institutional Mission and Effectiveness, and the NAPC, when developing its recently approved 2006 mission statement. The current statement represents a major revision of the original statement produced in 2003. Developing a clear mission statement aligned with Norco's purpose, character and student population involved considerable ongoing, collaborative dialogue by faculty, staff, students and administrators, who are satisfied that the resulting statement accurately represents Norco's mission and goals.

Review and revision of the mission statement been designated as an agenda item for the first NSPC meeting of the academic year.

PLANNING AGENDA

None

I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY

The strategic planning process begins with comprehensive and annual program reviews, which require an alignment of learn-

ing programs, student services, and planning with the mission of the college (I.A-10, I.A-11). The NAPC and NSPC initially undertake planning and recommend actions based, in part, on the above-mentioned program review information. Each of the nine strategic planning sub-committees is aware of the mission statement; their planning and decision-making are designed to be driven by the campus mission and goals. Similarly, new programs developed on the Norco Campus should align with the institution's mission and strategic goals as expressed in the Norco Academic Master Plan. Additional information contributing to institutional planning and decision making at Norco includes data provided by the District's Office of Institutional Research; information gleaned from the most recent Environmental Scan; ongoing direction from the district; and information provided by Norco administration. Thus, all strategic planning units at Norco interact with and respond to the mission of the institution.

SELF EVALUATION

The standard is met. Norco faculty, staff, students, and administrators are committed

to providing quality programs to a diverse and growing student population.

A process is in place to ensure that the institution's mission will be central to planning and decision-making. Continued input and dialogue are required at department, discipline, NAPC and NSPC meetings which will inform future planning and decision making processes at Norco Campus.

The NSPC, working in conjunction with the administration, NAPC, and the Senate, is committed to clarifying the strategic planning process. In addition, in 2006-2007 revisions were made to the district program review process, establishing an annual campus-based update for all disciplines and non-instructional units that have undertaken comprehensive program review, in order to make information relevant to resource allocation, hiring, and facilities utilization available in a timely manner. In short, Norco's strategic planning structure is in place and is aligned with the Norco Campus mission; its various constituencies are in the process of using it effectively.

PLANNING AGENDA

None

List of References

- I.A-1 *Locally Developed Program Approval Process*
- I.A-2 *RCCD Fact Book*, page 29.
- I.A-3 JFK Middle College High School: <http://www.cnusd.k12.ca.us/jfk/>
- I.A-4 Norco Campus website: <http://rcc.edu/norco>
- I.A-5 Norco Campus Mission Statement
- I.A-6 Board minutes approving Norco mission statement
- I.A-7 Norco Academic Master Plan
- I.A-8 NAPC minutes approving Norco mission statement
- I.A-9 NSPC minutes approving Norco mission statement
- I.A-10 Academic Affairs functions map (see Introduction)
- I.A-11 *Strategic Planning Process, 2001-2006*

Standard I.B: Improving Institutional Effectiveness

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

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

Norco Campus has several avenues through which a collegial dialogue about improvement of student learning and institutional processes takes place. Through regularly scheduled meetings of the Norco Academic Senate, the Norco Academic Planning Council (NAMP), and the Norco Strategic Planning Committee (NSPC), as well as the various departments within student services, the campus demonstrates a strong commitment to improving student learning and institutional processes (I.B-1). In particular, the Institutional Mission & Effectiveness subcommittee of the NSPC ensures dialogue about improvement of student learning.

Since the foundation of strategic planning at RCCD is the program review process, student learning is a focus of the dialogue that takes place in these venues (I.B-2, I.B-3). The use of program reviews by the NAMP for the development of the Norco Academic

Master Plan assures continuing dialogue about not only student learning but the institutional processes necessary for improvement of student learning to be achieved.

Recognizing the need to fully integrate dialogue about SLOs into planning processes, the Norco Academic Senate instituted two standing committees, Curriculum Committee and Program Review & Assessment Committee (I.B-4). These committees also engage in dialogue about student learning and institutional processes.

In addition to these established forums, the district Associate Vice Chancellor of Institutional Effectiveness and the campus Faculty Development Coordinator have sponsored a regular series of workshops on developing and assessing SLOs led by outside consultants and by members of the District Assessment Committee in conjunction with the Office of Institutional Research (I.B-5). These workshops have provided the opportunity for informal self-reflective dialogue throughout the college community. The workshops have also:

- raised awareness of the value of assessment to the improvement of student learning; and
- clarified the importance of clear SLOs in communicating Norco's mission and goals to students and faculty alike.

In making institutional decisions, all members of the Norco Campus community may participate in shared governance. In fall 2004, the various Norco governance bodies (NAPC, Academic Senate, NSPC, and Norco administration) examined the processes that were currently being used and found (1) that they were not clear and (2) that some constituencies did not feel included in these processes.

As a result of the dialogue about this issue, the NSPC devised and approved a process of decision-making on the Norco Campus. The process strives to ensure that all constituents on campus have a chance to share their ideas and provide input into improvement of student learning and institutional processes at Norco.

As stated previously, program review and assessment, along with the district's "Strategic Initiatives 2005-2010," are the catalysts by which the strategic planning groups at Norco engage in reflective dialogue and decision-making (I.V-6, I.B-7, I.B-13). The NAPC and NSPC:

- discuss information received from district planning offices, instructional and student services program reviews, and campus departments;
- assess the Norco Academic Master Plan in light of the information received;
- recommend improvements to campus-based programs and services after appropriate input from one or more of nine specifically designed subcommittees of the NSPC.

These nine subcommittees, representing and incorporating all aspects of student learning and institutional processes at Norco Campus, are:

- Physical Resources
- Student Support Services
- Instructional Programs
- Human Resources
- Financial Resources
- Technology Resources
- Institutional Mission and Effectiveness
- Library and Learning Support Services
- Leadership and Governance

Besides the strategic planning processes described above, ongoing dialogue is a prominent feature at meetings and retreats held regularly throughout the academic year at all levels of the institution, including:

- Norco all-faculty meetings
- Discipline meetings
- Staff meetings (admissions, counseling, student services, library)
- President's Cabinet meetings (Norco Campus President, Vice President, and Deans)
- Occupational education meetings and retreats
- FLEX day retreats
- Norco online forums and discussion boards
- Workshops specifically geared toward imparting dialogue techniques to faculty and staff

Norco all-faculty meetings provide opportunities for dialogue across disciplines and departments on campus-based matters. Department meetings serve as a forum for planning, staffing, and scheduling as well as for discussion of specific pedagogical and institutional issues concerning all department members. District-wide discipline

meetings promoting dialogue among discipline members from different campuses are held at least twice a semester to assure integrity of student learning outcomes for each discipline as identified by program review; and to encourage development, assessment, and revision, when necessary, of course SLOs (I.B-8). Bi-annual Norco Campus FLEX day meetings provide a further opportunity for all faculty to assess their progress in meeting student needs according to the mission of the institution. Another more informal means through which dialogue takes place is the online Norco Forums (I.B-9). All NSPC subcommittee minutes are posted on this discussion board, as well as topics of concern to the Norco community as a whole.

Dialogue and debate within these bodies, composed of administrators, faculty, staff, and students, results in action items brought to the NAPC and NSPC for further discussion (I.B-10). Through the process of shared decision making, Norco Campus has demonstrated its commitment to involving all constituencies in improving the effectiveness of the institution.

SELF EVALUATION

The standard is met. The NAPC, NSPC and its sub-committees have a campus-wide process for collegial, self-reflective dialogue about student learning, and mechanisms are in place for changing institutional processes as a result of quantitative and qualitative information provided to these planning groups by various local and district constituencies. Meetings of admissions, counseling, student services and library staff; administrators; and occupational advisory groups comprised of faculty and industry leaders, provide further essential avenues for continuing input into student and institutional needs.

The process of dialogue between departments on campus and the larger planning bodies (NAPC and NSPC with its nine sub-committees) has improved significantly over the past two years as the campus has developed a sense of the functions of these bodies in relation to the Norco Academic Master Plan, the Norco Academic Senate's areas of shared governance, and the Learner-Centered Curriculum Model, which drives District decision-making.

The very nature of dialogue is that it is continuous, and so Norco Campus is still delineating the methodology and processes for implementing effective changes on campus. The Norco Campus further recognizes that authentic dialogue requires time for ongoing feedback and reflection.

PLANNING AGENDA

- Continue to ensure that all decision making is a collaborative, dialogue-driven process which involves all Norco Campus constituencies.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

At each level of the campus, as well as throughout the district, goals are set to improve the effectiveness of the institution. For disciplines, student services, and administrative units, program review exists to

ensure that student learning outcomes (SLOs) are being implemented and met, a mission and vision for the discipline or non-instructional unit is being determined, and a strategic plan for improving the learning experiences of the students and the growth of the discipline is in place. Discipline faculty participate in program review and identify a common vision and goals for their instructional disciplines, as well as goals shared in common with student support services. The program reviews, in turn, shape the articulation of goals and objectives for the departments in which the disciplines are housed. The Norco Academic Master Plan, containing the goals and objectives of the Norco Campus, is then produced by the NAPC, made up of the department chairs with input from the Vice President of Educational Services (I.B-11).

The District Assessment Committee (DAC) recommended general education SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (I.B-12). These SLOs guide educational planning geared toward meeting the goals and institutional mission of the district and its three campuses. These general education SLOs were developed over the course of several years, spearheaded by the DAC, but with feedback from most discipline members in all areas of general education and the campus and district academic senates. Campus and district committees are also engaging in dialogue to develop direct measures of SLOs.²

² The CCSEQ has been used twice, at the end of the 2004 and 2006 academic year as an indirect measure. The DAC also developed a survey that specifically asks about general education SLOs, which was administered at graduation rehearsal in June 2006 (I.B-16, I.B-17).

In fall 2006, the district also developed eight strategic initiatives that set the following goals:

- Increase student access
- Increase course retention
- Increase successful course completion
- Increase student persistence
- Improve student learning outcomes
- Increase the number of Awards, Certificates and Transfers
- Improve the quality of the student experience
- Develop a comprehensive enrollment management program (I.B-13).

Norco has responded to these initiatives with strategies for achieving these goals (I.B-14). These were developed at a Leadership Forum held at the Norco Campus on February 23-24, 2006 (I.B-15) and revised by NSPC in spring 2007. This earlier forum was attended by over 40 faculty, classified staff and campus administrators. Three additional goals were adopted at that time:

- Ensure the hiring of qualified faculty
- Continue to develop special programs
- Increase outreach and student enrollment at the Norco Campus

Both the district strategic initiatives and Norco's response and additions to those initiatives are clearly articulated in measurable terms so that in the coming five years, the district and campus may discuss them and determine the degree to which they have been achieved.

At the campus level, each of the strategic planning subcommittees provides input into the campus goals for facilities, staffing, and equipment laid out in the Norco Academic Master Plan. Timelines for achievement are then created, and objectives for meeting the goals are delineated. All members of the institution receive information

about these goals via distribution of reports, minutes, and other documents in hard copy form or via the campus intranet. Information is shared at faculty meetings, discipline meetings, and focus group sessions, and on internet based sites, such as the Norco Forums webpage, which posts all minutes from the Strategic Planning Committee meetings (I.B-9). In short, institutional goals are clearly articulated so that all bodies at the college can work towards and measure their achievement.

At the college, department and discipline levels, goals and processes for achievement and assessment/measurement of SLOs are set out through the program review process established for disciplines and non-instructional units such as student services and library. Annual program review updates supply departments with data and information on staffing, facilities, and program needs of disciplines. Assessment plans are in place for a majority of disciplines and have already yielded measurable results for several of them, including mathematics, English, philosophy, humanities, and ESL.

SELF EVALUATION

The standard is met. Through the Academic Master Plan, the strategic planning process, and the program review process, Norco Campus sets goals to improve its effectiveness consistent with its stated purposes. Each discipline, department, and non-instructional unit articulates its goals and objectives in measurable terms and has begun a campus-wide discussion of the degree to which they are being achieved. Occupational programs are currently working on the development of SLOs for their degree/certificate programs, and specific assessment studies have begun in several occupational disciplines, including business administration. Significant progress has also

occurred at the district level in articulating goals and objectives system-wide.

The District Assessment Committee (DAC) has developed district-wide student achievement goals in the form of its General Education SLOs (I.B-12). As a positive result, the Gen Ed SLOs have enabled those who work in disciplines with general education/ transfer courses to evaluate their course and program SLOs in relation to the General Education SLOs. The CCSEQ has been used twice, at the end of the 2004 and 2006 academic years, as an indirect measure of students' achieving those goals upon graduation or transfer. The DAC also developed a survey that specifically asks about general education SLOs administered at graduation rehearsal in June 2006 (I.B-16, I.B-17). That survey has provided preliminary feedback regarding the effectiveness of stated student learning outcomes at the point of graduation. Results of these surveys were presented to Norco faculty and staff by the district Office of Institutional Research in spring 2007, and the data findings have led to further dialogue about improvement of institutional effectiveness.

The publication of *District Strategic Initiatives 2005-2010* was another major step in articulating measurable goals to improve institutional effectiveness (I.B-13). Norco Campus, in its response to the strategic initiatives, was able to initiate campus-wide dialogue about strategies for meeting these goals as they applied to the students and communities served by Norco, and as part of the local "testing" process for these strategies, the campus has developed additional goals of its own (I.B-14).

Since fall 2005, the Norco Strategic Planning Committee and Academic Planning Council have worked more closely with each other and with the Norco Academic Senate and campus departments to articulate campus

goals and a clearly written Academic Master Plan.

Thus, the institution is thoroughly engaged in developing goals and implementing strategies for achieving them.

PLANNING AGENDA

None

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

As stated in standard I.B.2, the district has implemented a series of strategic initiatives designed to focus on several measurable outcomes in order to improve institutional effectiveness, and Norco Campus has responded to these initiatives by focusing on local implementation of these strategies.

A systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Campus. The NAPC, NSPC, the Norco Academic Senate and Norco administration work together to set goals for the institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit (student services and administrative unit) program review processes which have been implemented district-wide. These processes are designed to be data driven and to provide the information necessary for the setting of institu-

tional goals. The program review process is itself cyclical and drives planning and resource allocation.

Quantitative evaluation of institutional effectiveness is reported through many avenues and made available through the efforts of the Offices of Institutional Research and Institutional Reporting at RCCD.

On a weekly basis, headcount reports and other data are produced and made available through a password protected website. These data give a responsive snapshot of student demographics for decision making at district and campus levels (I.B-18). Institutional Reporting submits required data to the California Chancellor's Management Information Services (MIS) office annually and per term for variables including demographic, enrollment, course, financial aid, and degree and certificate awards. These data are summarized on the "Data Mart" link in an adaptable query-based format available through the Chancellor's Office Website (I.B-19). These data are also distributed to all department chairs.

The Integrated Postsecondary Educational Data System (IPEDS) requires RCCD to submit data involving institutional characteristics, employee information, financial aid, and student outcomes (I.B-18, I.B-19). These data are compiled by the National Center for Educational Statistics (NCES) and provide a database that can be used to compare peer institutions for benchmarking purposes (I.B-19).

In addition to these formal data collection processes, the Office of Institutional Research provides data to departments, disciplines and programs at all three campuses. One of the most common requests for data involves the need for disciplines involved in program review to show outcomes over four- or five-year reporting periods. Reten-

tion and persistence rates, successful completion/ transfer/ graduation rates, demographic data (age, gender, number of units taken, ethnicity, etc.) and other data are collected per course and by campus (I.B-20).

Apart from this data collected by disciplines as part of their assessment plans, other data for the Norco Campus are collected in conjunction with the Title V program (I.B-21). The Outcomes Assessment Specialist funded through Title V collects data on low income, at-risk, and Hispanic students involved in innovative teaching and/or support services interventions. These interventions are implemented for students involved in remedial English, reading, and math courses.

Staff reviews, tenure track faculty reviews, and part time faculty reviews also provide quantitative information on the quality of instruction being provided, as well as qualitative feedback from students and peers on the effectiveness of the instruction (I.B-22, 23, 24). A Norco Campus Technology Survey conducted in spring 2006 provided quantitative and qualitative data from faculty and staff regarding the types of technology and equipment available and needed for campus classrooms, offices, and labs (I.B-25). This data has been analyzed and will be incorporated into the Norco Technology Plan. Norco-specific data resulting from a district-wide analysis of enrollment trends for African-Americans (Diversity Scorecard) has led to the development of the Talented Tenth program at Norco, designed to support and encourage successful completion and transfer rates for African-American students on the campus. (I.B-26, I.B-27).

SELF EVALUATION

The standard is met. The mechanisms for collecting and reporting both quantitative and qualitative data are in place.

As stated in the descriptive summary, a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation is in place at Norco Campus, and is clearly defined. The NAPC, NSPC, the Norco Academic Senate and Norco administration work together to set goals for institution. One of the primary means of achieving this is through the use of the instructional and non-instructional unit program review process. That process is designed to be data driven and to provide the information necessary for the setting of institutional goals.

The strategic planning process will continue to improve and mature as the district transitions to three separate colleges. It is expected that in the coming years, the district and campus will develop new processes and modify existing ones in institutional effectiveness which will enhance ongoing and systematic cycles of evaluation, integrated planning, resource allocation and implementation.

PLANNING AGENDA

- Utilize specific campus-based parameters for data collection from the district Office of Institutional Research.³

³ Projected data parameters to be utilized:

- Persistence/success rates for developmental courses and course sequences
- Persistence/success rates for transfer and occupational courses
- Workforce development data: placement and retention rates of graduates, employer satisfaction
- Transfer and graduation rates for Norco Campus

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

As discussed in standards I.B.1 and I.B.2, Norco Campus encourages input from all constituencies by offering participation at all levels of the institution. All constituents - students, staff, administrators, full and part time faculty - are encouraged to participate in a variety of committees; in department and discipline meetings; or in all-faculty, NSPC, and NAPC, and Associated Students meetings. Full-time faculty members participate on at least one committee as a part of their contract, and many faculty members at Norco are active on three or more committees. Active participation by all constituents at each level of the organization structure is encouraged and welcomed. The planning process at Norco Campus is clearly both broad-based and offers opportunities for input by faculty, staff, students, and administrators at several levels of planning for the institution.

Recommendations for resource allocations to accommodate the needs of the campus evolve through dialogue by the NAPC and

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- General education successful completion rates (students with 40+ transferable units)
 - Number of Norco certificates awarded
 - Data on full-time/part-time faculty ratio
 - Status of special program development at Norco Campus
 - Data on effectiveness of student services and campus-based strategies for getting students to the campus.

the NSPC. The annual campus-based program review updates from disciplines and non-instructional units provide the information upon which budget decisions are made. Detailed resource allocation is guided in part by the overall goals identified in the Academic Master Plan for each department (see Standard III.D for a detailed description of the relationship of budget to resource allocation at the district and campus levels).

Resource planning for facilities, staffing and equipment needs is also included in the cyclical four-year comprehensive program review process as well as the annual program review update. Individual disciplines, occupational programs, and non-instructional units (e.g., Student Services, Library and Learning Resources, administrative units) complete these comprehensive and annual program reviews in order to determine the resources needed to improve, enhance, or advance the discipline, program or non-instructional unit. Discipline program reviews are used as a basis for campus planning and resource allocation.

Program review leads to improvement of institutional effectiveness by identifying ways to update and improve instruction in the case of disciplines, or by identifying student support needs in the case of student services and administrative unit program reviews. The broad-based participation of all important decision-making and advisory units at Norco Campus is designed to maximize institutional effectiveness.

SELF EVALUATION

The standard is met. The Norco planning process is broad-based and includes input from all interested constituencies. Ongoing improvement of communication between the Strategic Planning Sub-Committees is

imperative if the process for resource allocation is going to work smoothly and cohesively. Norco Campus is still learning the steps that need to be taken to ensure that all necessary Strategic Planning sub-committees are consulted before specific resource allocation occurs. Strong communication and input during the process of resource allocation will lead to improvements in institutional effectiveness.

PLANNING AGENDA

None

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Norco Campus communicates matters of quality assurance to the state and federal agencies through the RCCD Offices of Institutional Research and Institutional Reporting (for details, please see I.B.3 and footnote 4). The district also provides additional reports to high schools, other colleges and universities, workforce and business partners, and the community at large, as well as to its own faculty, staff, and students. Specific information collected includes the following:

- Data on enrollment, number of graduates with AA degrees, number of students transferring to four-year institutions, students graduating with specific certificates, headcount/ enrollment statistics;
- Data collected on faculty from student surveys of teaching effectiveness;
- Surveys taken from students regarding class scheduling preferences and quality of student experience;

- Comprehensive program reviews that contain reports on outcomes assessment projects undertaken by disciplines.

The RCCD Office of Institutional Research provides institutional reporting for program review and other purposes. The Office of Institutional Reporting (responsible for state and federal data reporting and enrollment management analysis) provides IPEDS data, as well as other mandated assessment reports (e.g., VTEA administration and FERPA compliance), to the federal government on a systematic basis (I.B-29).

Besides complying with external quality assurance mandates, the Office of Institutional Research and Office of Institutional Reporting provide assessment data to instructional disciplines and non-instructional units undergoing program review. The *Fact Book*, published in 2006 and updated in April 2007, reports on various assessment-related trends affecting the campuses and the district. It also provides detailed demographic and economic information about the communities and students which are the concern of each of the District's three campuses (I.B-30).

In order to make data more accessible to faculty as well as provide easier access to college-specific data, the district has developed an Institutional Research website that will be regularly updated and made available its constituents (I.B-31). RCCD supports the use of data in all of its major decision-making processes.

Norco Campus is in the third year (2006-2007) of a five-year Title V grant awarded to the district. Among other responsibilities required by that grant, the Title V office conducts research on campus-based Title V projects. The Title V office at Norco also provides informational support for its Annual Performance Review and engages in

some campus-based research and reporting. The Norco Campus also has a half-time Outcomes Assessment Specialist who responds to specific research requests and conducts other projects designed to generate and interpret data in support of institutional effectiveness (I.B-32).

As discussed previously, Riverside Community College District has active committees devoted to program review and outcomes assessment that direct instructional disciplines and programs, student support services, and other administrative units in their efforts to generate assessment data to improve teaching and learning. It has also defined and begun to assess some system-wide SLOs outcomes, those of general education in particular (see standards I.B.1 and II.A.3).

SELF EVALUATION

The standard is met. Norco Campus is making increased use of data from institutional research and other sources in an effort to document its successes and share the results with its constituents.

PLANNING AGENDA

- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies.

I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY

On the Norco Campus, faculty, staff and administrators regularly review and modify (1) the Norco Academic Master Plan; (2) the resource allocation needs of individual disciplines, departments and programs through annual program review updates; and (3) facilities and other ongoing projects under the purview of campus strategic planning. These three regular activities operate in a cyclical fashion relative to each other.

The NAMP is developed by department chairs using information from the instructional and student support service program reviews. District-wide comprehensive instructional program reviews, conducted on a systematic four-year cycle, and annual student services and administrative unit program reviews, conducted at the campus level, provide an opportunity for individual disciplines, student services programs, and administrative units to assess their resource needs. Annual instructional program review updates establish a direct linkage between planning and resource allocation. The Norco Academic Master Plan provides an avenue through which department members can share the needs of their disciplines (e.g., financial, staffing, equipment, or other resource needs) as these have been defined through the annual program review update process.⁴ The departmental contributions to the NAMP in turn generate recommendations and suggestions that drive the creation of the Norco Academic Master Plan.

⁴ In order to increase the effectiveness of planning and resource allocation, beginning in spring 2007 a campus-based annual program review update has been conducted by discipline members on each campus. This adjustment was driven by the need for more timely information in order to develop the Academic Master Plan and better allocate resources on each campus.

Facilities and other ongoing Norco Campus projects are regularly reviewed and modified in response to changing demographic data, budget allocation modifications, and state and local bills and measures which modify or add to the Norco facilities funding base (I.B-33). At the district level, the Offices of Institutional Research and Institutional Reporting prepare specifically mandated state and federal data reports annually; allocation of resources for all campuses is driven by this cyclical reporting of data as well as by program review data.

SELF EVALUATION

The standard is met. Regular review and modification of the Norco Academic Master Plan, discipline and department resource allocation requests derived from the annual program review updates, and Strategic Planning Committee review and modification of facilities and other campus-based projects are positive steps in the direction of cyclical and systematic review of resource allocation processes.

PLANNING AGENDA

- Continue to regularize processes and standards to aid in the evaluation of the effectiveness of the planning cycle for purposes of resource allocation.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY

Systematic reviews and assessment of the effectiveness of the evaluation processes for instructional programs, student support services programs, and administrative units are conducted through the following mechanisms:

- Program review reports from all these units
- District Assessment Committee review of assessment plans for instructional disciplines and non-instructional units
- Program Review Committee annual review and revision of the program review processes
- District Assessment Committee annual review and revision of the assessment process.

All of these mechanisms include a component of systematic self-evaluation of their effectiveness in improving programs and services.

SELF EVALUATION

The standard is met. Program reviews are designed to evaluate the effectiveness of instructional programs, student support services, library and learning resources. Similarly, the program review and assessment processes themselves have been modified and revised over the past five years in an attempt to make them more responsive to the district and institutional missions to promote student learning and increase institutional effectiveness.

Evaluations of program review and district assessment procedures have resulted in changes in these processes as well as changes to instructional and non-instructional program reviews.

PLANNING AGENDA

- Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library and learning support services.
- Collaboration and communication with the Norco Strategic Planning Committee.
- Periodic review of the Norco Academic Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus.

List of References

- I.B-1 Sample NSPC and NAPC minutes; Master Calendar of campus meetings, 2006-2007
- I.B-2 *Instructional Program Review: Comprehensive; Strategic Planning Process, 2001-2006*
- I.B-3 Sample annual program review update
- I.B-4 Minutes, Oct. 2006 meeting, Norco Academic Senate
- I.B-5 Sample announcements of SLOs workshops, district and Norco
- I.B-6 *Strategic Planning Process, 2001-2006*
- I.B-7 Learner-Centered Curriculum Model (Michael Dolence & Associates)
- I.B-8 List of committee members: NSPC sub-committees
- I.B-9 Sample English, Math, ESL minutes
- I.B-10 Norco Forum Discussion Board: <http://204.69.1.62/norco/forums/>
- I.B-11 Norco Academic Master Plan
- I.B-12 General Education SLOs: Board Agenda, Dec. 2006
- I.B-13 "RCCD Strategic Initiatives 2005-2010," *Fact Book*, page 41.
- I.B-14 "Norco Response to Strategic Initiatives," *Fact Book*, page 54.
- I.B-15 Norco Leadership Forum – sample minutes and agenda
- I.B-16 CCSEQ, 2004 and 2006
- I.B-17 DAC Student Survey
- I.B-18 IPEDS data www.cccco.edu
- I.B-19 Annual Data Mart report, www.cccco.edu
- I.B-20 Program review data samples (page 8, *Instructional Program Review: Comprehensive*)
- I.B-21 Title V Report, 2006-2007
- I.B-22 Sample staff performance review form
- I.B-23 Sample full-time faculty improvement of instruction form
- I.B-24 Sample part-time faculty evaluation form
- I.B-25 Norco Technology Survey
- I.B-26 Diversity Scorecard (OIR)
- I.B-27 Talented Tenth brochure
- I.B-28 Norco Campus Mission Statement
- I.B-29 Data Mart www.cccco.edu
- I.B-30 *RCCD Fact Book*

- I.B-31 Office of Institutional Research:
<http://www.rcc.edu/administration/academicaffairs/reporting.cfm>
- I.B-32 Job description: Norco Outcomes Assessment Specialist; sample data, Norco Outcomes Assessment office
- I.B.33 Bond Measure C

Evidence Websites:

- Strategic Planning : <http://iereports.rcc.edu/sv/home>
Enrollment Management : <http://iereports.rcc.edu/sv/home>
Institutional Effectiveness : <http://iereports.rcc.edu/sv/home>
Chancellor's Office Data Mart : www.cccco.edu
Faculty Net at RCCD: <http://www.rccdfaculty.net/pages/programreview.jsp>

Summative Essay, Standard I: Institutional Mission and Effectiveness

Institutional mission and effectiveness are at the core of the educational journey. An institution's quality is dependent not so much on external measures as on its clear sense of why it exists and where it is going. The ultimate goal of any educational enterprise is genuine student learning, and the college's mission should reflect this goal and an awareness that increased student learning goes in tandem with increased institutional effectiveness.

INSTITUTIONAL COMMITMENT

The Norco mission statement reflects our strong commitment, as educators, to the achievement of this ultimate goal of student learning. The mission states in practical terms Norco Campus's intention to "provide educational programs, services, and learning environments that meet the needs of a diverse community" of learners. The use of all the institution's resources to help students meet specific academic, personal and occupational goals is also woven into the mission statement. The mission looks inward to the achievement of student learning outcomes, and outward to the needs and interests of the business and civic community served by Norco Campus.

The central focus of Standard I is *Institutional Commitment* to helping students reach their personal and professional goals. The standard I self study analysis strongly demonstrates that Norco Campus has established programs and services aligned with its mission and student population. Commitment to helping our learners achieve their goals is exemplified by the recent publication of a revised mission statement that all constituencies participated in shaping – administrators, faculty, staff, and students. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco's commitment to the educational process.

EVALUATION, PLANNING AND IMPROVEMENT

Norco Campus has formulated specific planning processes and created a structure whereby the mission of the institution is central to decision making. The Strategic Planning Committee and its nine specifically designed subcommittees dealing with various aspects of institutional planning and resource allocation, along with the President's Cabinet, the Norco Academic Planning Council, and the Academic Senate, guide the development of the Academic Master Plan. Long-range planning for educational trends, technology and facilities growth are additional aspects of planning to which the campus is committed in order to meet the stated institutional mission of "self examination [...], planning and improvement." Specific means of evaluating and assessing institutional mission and effectiveness range from quantitative, data-driven external and internal measures to qualitative assessment of the learning experience through instructional and non-instructional program review, and the development of student learning outcomes at all levels of the institution.

STUDENT LEARNING OUTCOMES

Institutional commitment to "established student learning outcomes" is articulated in the Norco Campus mission statement and embedded in the strategic planning processes. The long-range goal of improving Norco's effectiveness uses measurable objectives which are linked to student

learning outcomes through program review for disciplines, student services programs, and administrative units. Assessment of stated learning outcomes has begun and will form the basis of a systematic cycle of evaluation, integrated planning, resource allocation and re-evaluation. At the district level, general education SLOs inform decision making and planning; at the campus level, these same SLOs are reflected in program development and resource analysis. At the discipline level, faculty have engaged in extensive review and revision of course outlines of record, including in each course outline specifically designed SLOs which are integrated with the student learning outcomes for the discipline as a whole.

Departments are responsible for integrating the student learning outcomes within discipline program reviews into the Academic Master Plan. Student services programs provide institutional support to the academic disciplines by focusing attention on service-related SLOs and additional Service Area Outcomes. Occupational certificate/degree programs are developing program-based student learning outcomes which will reflect stated SLOs in the course outlines of record and meet the goals embedded in the Norco institutional mission.

ORGANIZATION

Organizational structures at Norco Campus are set up to enhance the campus mission. District and local strategic planning committees are structured on the basis of a curriculum-centered planning model and a learner-centered curriculum framework. All interested constituencies – faculty, classified and confidential staff, students, administrators and community members – participate in strategic planning, working together for the improvement of the institution. Understanding that program review is the foundation of strategic planning, academic disciplines, student support programs, and administrative units have made a commitment to developing learning outcomes for their programs which are grounded in objective principles of assessment and responsive to staffing, facilities and equipment needs to achieve the stated outcomes. Responding to district-wide strategic initiatives with specific local initiatives, all departments and disciplines, student support services, and strategic planning groups at Norco Campus are working to increase student access, retention, and persistence; successful course completion, certificate/degree and transfer awards; and in general, to improve the quality of the students' educational experience. Norco Campus demonstrates, through these means, a conscious institutional commitment to produce and support student learning by organizing its key processes in such a manner as to meet its stated goals.

DIALOGUE

Dialogue is at the heart of the Norco Campus mission to “listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.” Realizing that the institution’s mission is central to planning and decision making, Norco Campus engages in a continuous process of collegial and self-reflective dialogue about how to improve student learning and organizational processes. Formal structures for district- and campus-wide dialogue include councils, committees, retreats, and forums (in online and “live” formats) of the disciplines, departments, student services offices, Senate, and President’s Cabinet. Informal dialogue takes place daily and in a variety of ways ranging from workshops, e-mails, and collegiate luncheons to spontaneous conversations in labs, classrooms, offices, and hallways throughout the campus. A positive atmosphere and congenial working environment

are the best evidence of Norco's effectiveness in engaging in an honest and truthful "campus conversation" driven by commitment to student learning.

INSTITUTIONAL INTEGRITY

Since its inception 15 years ago, Norco Campus has endeavored to meet the needs of its community with integrity and honesty in all its operations. Its mission statement is carefully designed to present an easily understood message of accessibility and welcome to the diverse student and community groups it serves. The planned publication of a separate catalog and schedule of classes for Norco Campus is an important step forward in Norco's commitment to represent itself to its stakeholders in an accessible and transparent fashion. The integrity and honesty of Norco Campus are demonstrated in ongoing processes of dialogue and planning in which the mission is integral to decision-making and progress in achieving student learning outcomes. Through the self study experience, the campus has come to realize, more than ever before, its integrity and deep-rooted commitment to students and their educational journey.



STANDARD II.A Instructional Programs

Standard II: Student Learning Programs & Services

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

Standard II.A: Instructional Programs

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

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.

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.

DESCRIPTIVE SUMMARY

The mission statement of Norco Campus states, “[We] equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development,

and personal enrichment while they achieve established learning outcomes.” (II.A.1-1).⁵ Norco Campus has also dedicated itself to upholding the Riverside Community Col-

⁵ The Norco Campus Mission Statement is as follows:

~~Today’s Students, Tomorrow’s Leaders~~

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

lege District's mission to work "...in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves" (II.A.1-2). The mission statement of Norco, while consistent with the mission of the District as a whole, emphasizes the needs of the Corona-Norco area in which the college is located. For example, the area served by Norco Campus continues to grow and attract jobs in manufacturing and logistics, and programs have been developed to meet that need.

College faculty and administrators work closely with the district's Offices of Institutional Research and Institutional Effectiveness to identify student learning needs and assess progress in meeting stated student learning outcomes. The district issues a number of documents which measure demographics, diversity, and community economic trends within the Norco Campus service area. These include:

- *RCCD Fact Book 2006* (II.A.1-3)
- Program reviews: data measured by discipline and/or non-instructional unit (II.A.1-4)
- Environmental scans (2002 and 2007) (II.A.1-5, II.A.1-6)
- Office of Economic Development publications (II.A.1-7).

Details on general campus persistence, transfer rates, retention, and other measures are available in the *RCCD Fact Book*; quantitative data for individual disciplines and non-instructional units are supplied by the Offices of Institutional Research and Institutional Reporting; further data about the community served by Norco Campus is provided by the environmental scans and the publications of the OED. All this information is evaluated within the comprehensive program review documents generated

once every four years and updated annually on a campus-wide basis. These data in turn drive the Norco Academic Master Plan (II.A.1-8).

In particular, data regarding student persistence, retention, grades, numbers of degrees and certificates conferred, and graduation and transfer rates are carefully reviewed and analyzed in order (1) to identify new educational needs and demographic trends in the student communities served by Norco Campus, and (2) to maintain planning that is flexible and responsive to the learning needs of the Norco student population.

To assess progress toward achieving student learning outcomes, the District Assessment Committee (DAC) has worked closely with the Program Review Committee (PRC) and the District Curriculum Committee to ensure that a majority of courses now have clearly stated, integrated student learning outcomes (SLOs). Many disciplines have begun, or are actively working on, continuing assessment projects. The DAC has also engaged in extensive dialogue and collaboration with Matriculation and Student Services, the faculty at large, the academic senates at each campus, and the District Academic Senate to develop and adopt General Education SLOs (II.A.1-9). A pilot project to assess these is underway (II.A.1-10). All of these efforts have helped Norco Campus to modify and conduct its programs to meet identified student needs.

As evidence of progress toward meeting the needs of the identified student community since 2001, the number of degrees awarded to Norco students has increased from 338 degrees and 39 certificates in 2001-2002 to 492 A.A./A.S. degrees and 200 state and local certificates in 2005-2006. (II.A.1-3). In addition, Norco Campus now offers over 27 degree and/or certificate programs. All

coursework for these programs can be taken completely on the Norco Campus.

One primary means by which Norco Campus identifies student educational needs and assesses progress towards achieving student learning outcomes is through program review. The main features of program review that identify student educational needs and drive the collection of data include the following:

- Academic planning at the campus and district levels by means of an annual campus update for each discipline, student services program, and/or administrative unit.
- A review of data (supplied by Office of Institutional Research) relevant to each discipline or unit.
- Review and revision of discipline course outlines of record (CORs), including review and/or development of SLOs for those courses.
- A plan for assessing course SLOs as well as evaluating and acting upon the results of any assessment projects that have already been completed.
- Campus-wide and discipline-wide dialogue on SLOs, data interpretation, and assessment, and their relationship to student learning.⁶

In brief, the process of identifying student needs begins with a comprehensive pro-

⁶ Assessment results are reported to the District Office of Institutional Effectiveness and are made publicly available on the DAC website. These results are used to maintain and revise the common district-wide curriculum as needed, and to respond to data supplied by the District and administration regarding FTEs, student retention and success rates in the discipline, and other issues of concern to effective scheduling and program management across all three campuses in the district.

gram review undertaken every four years, supplemented by a campus-based annual component linking resource needs to campus structures and student learning through three advisory bodies:

1. Norco Campus Academic Planning Council (NAPC)
2. Norco Campus Strategic Planning sub-committees (II.A.1-11)
3. Norco Campus Strategic Planning Committee (NSPC).

Norco established the Strategic Planning Committee (NSPC) in fall 2005. It is made up of the following nine sub-committees with specific responsibilities to ensure dialogue and self-reflective consideration of all major decisions related to the improvement of student learning at Norco Campus:

- Institutional Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance

Other systematic processes and procedures used at Norco Campus to ensure that all programs, disciplines, and courses are assessed for currency, teaching and learning strategies, and student learning outcomes include the following:

- Norco Academic Master Plan (NAMP) (II.A.1-8)
- District Matriculation Plan (II.A.1-12)
- Community College Student Effectiveness Questionnaire (CCSEQ, administered in 2004 and 2006)
- Open Campus online course student surveys

- Student Learning Outcomes and assessment training undertaken by the Office of Institutional Effectiveness (II.A.1-13).

The Norco Academic Master Plan is generated in collaboration with campus departments, which analyze program review reports. Departments then develop and prioritize goals for class scheduling, facilities, equipment, and staffing based on their assessment of program and department needs within the context of institutional effectiveness in meeting student learning goals. The comprehensive quantitative data provided by the district (discussed previously) are then integrated into the planning processes conducted by each discipline, department, and program (II.A.1-8).

The **District Matriculation Plan**, published in September 2006, outlines the major service area outcomes and general goals for maximizing community college access to all categories of students during the admissions, orientation, assessment and counseling and follow-up stages of the matriculation process. The various Student Support Services programs involved in this process coordinate their services with each other and receive training in methods of enhancing student learning and access. Staff and counselors involved in matriculation services at Norco Campus rely on a variety of research measures to accomplish their goal of meeting student educational needs, including:

- Use of longitudinal databases to track entering student cohorts throughout their educational experience
- Reliability and validation research to maintain valid placement cut-off scores
- Development of a database to track student use of support services based on MIS and other data extracts

- Publication of a Student Success Report which contains critical data on the district's student body, including but not limited to retention rates, persistence rates, withdrawal data, and grade point averages. Information is aggregated by various classification categories such as campus location, division, full or part-time status, day/evening status, first-generation status, matriculation status, matriculation services usage, basic skills enrollment, and various educational goals as well as the demographic variables of ethnicity, gender, age and disability.
- Evaluation of impact of matriculation on basic skills, including number of students recommended into basic skills courses, the completion and success rates of students enrolled in basic skills, and the progress of students from basic skills courses to associate degree-applicable courses.
- Research and reporting to local high schools regarding recent high school graduates' aggregate performance information including placement, retention, persistence and grade point average.
- Assessment of retention and persistence rates (II.A.1-12).

Community College Student Effectiveness Questionnaire (CCSEQ)

This survey was implemented in 2004 and re-administered in 2006. It rates student satisfaction with their overall experience at RCC Norco, the campus environment, faculty, staff, and campus safety (II.A.1-14). The CCSEQ provides some indirect measures of whether or not students are meeting stated general education SLOs. It is a first step towards assessment of these district-wide general education SLOs.

Norco administrators, staff and faculty have been identifying emerging student needs through multiple measures and self-evaluation to ensure that regardless of what learning modality is used, students are being given the best opportunity for quality education. To meet that goal, “[...] as a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement” (Norco Mission Statement).

Open Campus Online Course Student Survey (2005): This survey was designed to ensure that distance learning courses meet the needs of the students. (II.A.1-15). Results of the survey indicate high interest in taking online courses. Significant data revealed that:

- More than half of the students surveyed had taken a previous online course.
- 48 percent had one or more children at home.
- 66 percent work 25+ hours per week.
- Only half of the students would have been able to take the course if it was only offered face-to-face.
- More than 2/3 are planning to transfer to a four-year institution.
- Eighty-five percent would consider taking another RCC online class in future.

SELF-EVALUATION

The standard is met. Since the last accreditation, Norco Campus administrators and faculty have utilized district and campus data from the research studies and surveys described above, as well as information provided in program reviews (1) to identify emerging student needs, (2) to use assessment results to make improvements in SLOs and pedagogy in some disciplines, (3) to assess the institution's progress toward

addressing those needs, and (4) to make more informed decisions about the varied courses and programs the college should offer to its students.

For example, increased student learning was measured district-wide in 20 of 25 areas between the 2004 and 2006 surveys; at Norco, gains were measured in 21 of 25 areas. The gains were statistically significant in four areas: understanding art, music and theatre, understanding mathematical concepts, understanding science and technology, and putting ideas together. Norco Campus showed favorable results from 2004 to 2006 in the following areas:

- Acquiring skills for a specific job
- Interest in political and economic events
- Seeing the importance of history
- Arts and communication
- Perspectives of the world.

The Open Campus Online Survey results indicate a strong need for, and interest in, the online instructional delivery mode by a serious adult working population that is seeking a bachelor's degree in the near future.

Closer analysis of demographic information that affects enrollments and learning needs for the Norco-Corona area will enable Norco Campus to define itself more clearly as a distinct entity within the district. Recent dialogue with Norco faculty and disciplines undergoing program review also indicate a need for additional regional and campus-driven data studies.

Norco Campus has made significant progress in generating and using data to meet its mission goals of maintaining an effective, learner-centered institution, responsive to student needs. Though SLOs have not yet been developed for all degrees and certificates, the majority of disciplines and pro-

grams have developed and begun to assess their SLOs. And, district-wide General Education SLOs have been approved by the Board of Trustees. Development of SLOs and assessment of their effectiveness in improving student learning are ongoing processes to which the institution remains committed.

PLANNING AGENDA

- Utilize the result of Norco campus data studies to further define Norco and enrollment and learner needs.
- Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs.

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.

DESCRIPTIVE SUMMARY

Instruction at Norco Campus reflects an institutional commitment to stated curricular objectives and to the current and future needs of its students. Norco employs multiple means of delivery to accommodate the diverse needs and proficiencies of the population it serves. Norco's **traditional face-to-face classes** are offered in a variety of locations and time formats (II.A.1-16). Traditional classes are not limited to lecture but include a variety of media-based enhancements, modes of delivery, pedagogical approaches, and instructional methods and techniques. These include laboratory activities and projects, portfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, tutoring, and many more.

In addition, distance education has become a highly desirable means of course delivery to meet current student educational needs at Norco. The increased traffic along the I-91 and I-15 corridors adjacent to the campus has created a demand for alternatives to traditional on-campus instruction, making Weekend College and online modes of delivery increasingly popular.⁷ A variety of distance education formats is offered at Norco and throughout the district through Open Campus including:

- Web-enhanced, teleweb, hybrid and online courses (II.A.1-17)
- Recorded audio-video lectures and PowerPoint presentations using Tegrity and Audacity software (II.A.1-18)
- Podcasting (mp3) lectures and presentations (audio and video) through contract with iTunesU (II.A.1-19).

Web-enhanced classes provide supplementary learning resources and course document distribution; **hybrid and teleweb courses** combine face-to-face delivery with distance instruction for enhancement of instruction and increased distribution of class resources; and **online courses** are often presented in a multi-media instructional format which allows for increased student participation and flexibility. **Tegrity software** provides streaming audio and video as well as integration of online chalkboards and PowerPoint presentations. A recent year-long contract with Apple Inc. for multi-modal delivery of online course material through **mp3 format podcasting** and iTunesU has provided a new and "student-

⁷ The total service population for Norco Campus, including the I-91 and I-15 corridors, is over 220,000. The Norco/Corona service area spans approximately 38 square miles in the southwestern corner of the District. Traffic density has increased considerably over the past five years.

friendly” means of instruction for working students and those on the go. All of these modes of delivery are intended to create meaningful points of contact for the student and instructor and to meet current and future educational needs.

Norco employs a variety of **scheduling options** for students as well (II.A.1-16). In addition to the usual selection of classes offered from 7 a.m. to 10 p.m. in the traditional 16-week semester format, Norco offers Late Start (14-week) and Fast Track classes as alternatives for students needing to round out a class schedule or those wanting a faster paced class. Success Track scheduling, to be implemented in fall 2007, also offers a variety of classes to fit busy students’ lifestyles and learning styles. Additional one-unit workshop classes for basic skills and ESL students provide remedial and developmental instruction in study skills and/or target specific areas of academic need. Weekend College provides a program of courses offered only on Friday evening and/or all day Saturday and Sunday and leading to the A.A./A.S. degree and/or an occupational certificates. This mode of delivery is especially popular with students who have full-time jobs or awkward work schedules during the traditional weekday hours.

Learning Communities and a dedicated **Title V grant** provide additional support and opportunities for students at Norco Campus. The Title V grant is designated for increased faculty use of technology and curricular enhancements for at-risk students. Specialized educational opportunities such as the Puente program, the Talented Tenth, and the STAR and TRIO programs offer linked courses, peer mentoring opportunities, guidance, faculty mentoring, and financial support through various district funding sources. These programs are closely monitored to ensure increased reten-

tion/completion rates, and to increase opportunities for targeted student populations to be able to transfer to four-year colleges and universities (II.A.1-22, II.A.1-21, II.A.1-22).

Besides Norco’s many programs and services providing a variety of modes of delivery to serve student needs, **individualized instruction** is available through the following programs:

- Tutorial Services
- Computer lab
- Math lab
- Writing and Reading Center
- Foreign Language lab
- Disabled Student Services & Lab

These areas provide one-on-one instruction with instructors and peer tutors; small group instruction for students; and create an atmosphere of intellectual exploration. They are on-site, popular with students and faculty, and accessible to students at a variety of times. Disabled Student Services also utilizes lab facilities to provide alternative modes of testing for learning disabled students. In addition, practicum classes are available in the computer, math and writing labs for additional assistance (II.A.1-23, II.A.1-24-27).

Finally, the district **Study Abroad Program** provides unique opportunities for students wishing to learn about foreign cultures and to continue earning academic transfer credit. Full-semester study abroad locations include Florence, Italy, and Oxford, England; short-term summer programs take students to the Czech Republic, Bulgaria, Romania, and Greece. A number of Norco faculty have participated in the Study Abroad program, offering courses in economics, geography, political science, history, art, and humanities (II.A.1-28).

SELF-EVALUATION

The standard is met. Norco Campus is committed to making education available and accessible to all of its students and the communities it serves. To facilitate this goal, the campus offers a variety of modes of instruction and delivery compatible with established curriculum and program objectives and attuned to demonstrable/ expressed student needs. However, the technological revolution continues to present new challenges and enhanced modes of instructional delivery; Norco faculty and staff must continue to examine and adopt, when appropriate, a variety of electronic media which improve the student learning experience.

PLANNING AGENDA

- Continue to identify, monitor and test new technology which enhances or improves the quality of online or face-to-face instruction.

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.

DESCRIPTIVE SUMMARY

Disciplines and non-instructional units at Norco participate in program review with the other members of their discipline or program across the district. During program review, SLOs are identified for disciplines and non-instructional programs through a process of collegial dialogue and close, critical examination of curriculum and student support services needs. Course- and classroom-based assessment strategies

have been explored and assessment projects are underway or completed, resulting in changes in pedagogy, curriculum, or SLOs (II.A.1-29, II.A.1-30). Development of degree and certificate level student learning outcomes is in the planning stages.

Norco Campus works with the District Assessment Committee (DAC) in a continuous effort to encourage and evaluate assessment efforts, and to report on the results of assessment within the program review framework. The DAC, in dialogue with the Academic Senate, the Program Review Committee, and the District Curriculum Committee, has established general education SLOs which are aligned with Title V requirements for higher education coursework and which communicate clear expectations for students receiving degrees and/or certificates.⁸ Indirect measures of these SLOs include the CCSEQ, administered every other year, and an additional district questionnaire that focused on the gen ed SLOs, administered in June 2006 (II.A.1-31, II.A.1-32). In addition, the DAC has proposed a pilot project for assessment of the district's general education SLOs (II.A.1-33).

RCCD and its campuses have been working over the past six years on the establishment of student learning outcomes at the institutional and course level. Measures of progress include the following:

- General education SLOs have been established which apply to the district and its campuses as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Com-

⁸ The general education SLOs for academic and vocational degree programs within the district were approved by the Board of Trustees in December 2006 (Report II-D, December 12, 2006) for final approval and inclusion in the catalog.

mittee (DAC) recommended these Gen Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (II.A.1-9).

- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- Specific SLOs for disciplines or programs as a whole have been established for most of the 37 instructional disciplines and student support units that have completed program review;
- By fall of 2007, the goal is for course outlines of record for a majority of courses in the District to be updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, 35 disciplines will have completed some portion of the assessment project that they proposed in their Program Review Self-Studies (II.A.1-33).
- Twenty disciplines report that they have made changes to curriculum, instructional methods, methods of delivery, or SLOs as a result of assessment (II.A.1-33).
- In fall 2005, as part of an initial effort to assess the linkage between disciplines and general education SLOs, disciplines completed a matrix in which they aligned their transfer courses with the general education SLOs where appropriate (II.A.1-34)

As noted above, program review incorporates specific assessment tasks to help disciplines determine the effectiveness of stated SLOs in particular courses. The District Curriculum Committee, working with DAC, has updated its standards and created a template for all course outlines of record to reflect critical thinking mandates and to

ensure appropriate student learning outcomes (II.A.1-35). As disciplines complete program review, all new and revised course syllabi must incorporate the updated SLOs (II.A.1-35).

Certificates are also reviewed by the curriculum committee for adherence to discipline and state requirements, and in Spring 2007 the curriculum committee began to review certificate programs for clearly stated student learning outcomes. At the district level, faculty and management have also responded to perceived educational objectives by formulating strategic planning initiatives (district) and responding to those initiatives at each campus (II.A.1-36, II.A.1-37).

Assessment and SLOs at Norco Campus

With active members on the District PRC, the DAC, and Curriculum Committee, the Norco Campus has taken the lead in encouraging its discipline faculty to engage in program review; to create and revise integrated course outlines of record incorporating the new SLOs, and to develop course- and classroom-based assessment projects. Assessment, program review, and SLOs-based activities at Norco include:

- Course- and classroom-based assessment projects at Norco Campus (English, humanities, ESL, math, and library)
- Heavy involvement of Norco faculty in the district’s Program Review and Assessment Committees (co-chairs on both committees are from Norco)
- Development by a Norco faculty member of the COR Guide for writing integrated course outlines of record incorporating appropriate SLOs
- Strong, active membership of Norco faculty in the District Curriculum Committee

- Active involvement of Norco faculty in providing in-service training on the writing of clear SLOs and integrated course outlines at both campus and District level
- Primary involvement of Norco faculty in assessment training, and assistance to disciplines in writing and implementing assessment projects at both campus and district level
- Writing of SLOs for instructional units at Norco College, including departments and Norco-based occupational programs
- Development of Norco Mission Statement and discussion of its relationship to gen ed (district) SLOs
- Participation of Norco faculty in workshops to develop Gen Ed SLOs for the District (fall 2003)

SELF-EVALUATION

Significant progress has been made towards meeting this standard. Disciplines and certificate programs at Norco participate in and comply with all program review, curriculum revision, and assessment procedures established by the district and approved by the academic senates and appropriate decision making bodies. Com-

puter information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines. Student learning outcomes have not yet been developed for a majority of degree and certificate programs in the district.

Since fall 2006 the district's Associate Vice Chancellor of Occupational Education has been working with occupational faculty on the formulation of program level SLOs and the establishment of meaningful assessment tools.

PLANNING AGENDA

- Continue to develop certificate and degree program level SLOs for those programs active on the Norco Campus.
- Continue to develop assessment tools and procedures for programs and disciplines, and use the results of these assessments to make improvements to courses and programs.
- Conduct additional SLOs and assessment activities training at the Norco Campus.

List of References

- | | |
|-----------|---|
| II.A.1-1 | Norco Campus Mission Statement |
| II.A.1-2 | RCCD Mission Statement, <i>RCCD College Catalog</i> |
| II.A.1-3 | "Administrative Final Report 2005-06" |
| II.A.1-4 | <i>Instructional Program Review: Comprehensive (Background & Guidelines);
Administrative Unit Program Review: Comprehensive</i> |
| II.A.1-5 | Environmental Scan, 2002 |
| II.A.1-6 | Environmental Scan, 2007 (available summer 2007) |
| II.A.1-7 | Office of Economic Development |
| II.A.1-8 | Norco Academic Master Plan |
| II.A.1-9 | General Education SLOs; minutes: Board approval of these SLOs; see also standard I.A.1-5) |
| II.A.1-10 | Copy, assessment project for gen ed SLOs |

- II.A.1-11 *Strategic Planning Process, 2001-2006*
- II.A.1-12 District Matriculation Plan
- II.A.1-13 Norco Leadership Forum: Feb. 23-24, 2006
- II.A.1-14 CCSEQ
- II.A.1-15 Open Campus Student Survey
- II.A.1-16 *Schedule of Classes, Spring 2007*
- II.A.1-17 Open Campus: <http://www.opencampus.com>
- II.A.1-18 Tegrity: <http://www.tegrity.com>
- II.A.1-19 Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
- II.A.1-20 RCCD Student Equity Plan (2006)
- II.A.1-21 Talented Tenth, STAR, TRIO reports and pamphlets
- II.A.1-22 Puente Program data
- II.A.1-23 Norco Tutorial services usage reports and flyers
- II.A.1-24 Norco AccuTrack usage reports (WRC usage reports).
- II.A.1-25 Norco math lab usage reports and flyers
- II.A.1-26 Norco CIS lab usage reports and flyers
- II.A.1-27 Norco language lab positive attendance report, fall 2006
- II.A.1-28 Study Abroad brochure(s) & flyers
- II.A.1-29 "RCCD Outcomes Assessment Committee History"
- II.A.1-30 Sample assessment projects (English, math, ESL)
- II.A.1-31 CCSEQ
- II.A.1-32 District Assessment Committee Student Survey
- II.A.1-33 "RCCD Outcomes Assessment History" (DAC)
- II.A.1-34 Gen Ed SLOs: RCCD
- II.A.1-35 *COR Guide: District Curriculum Committee*
- II.A.1-36 "District Strategic Initiatives, 2005-2010," *Fact Book, 2007*
- II.A.1-37 "Norco Response to District Strategic Initiatives," *Fact Book, 2007*

II.A.2. The institution assures the quality and improvement of all 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.

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.

DESCRIPTIVE SUMMARY

The quality and improvement of courses and programs at Norco Campus depends upon the collaboration of the District Curriculum Committee with discipline/ department curriculum representatives; the District Program Review and Assessment Committees; the district and Norco Academic Senates; the Norco Dean of Instruction and Vice President of Educational Services; the Vice Chancellor of Academic Affairs; the Office of Institutional Effectiveness; and the district articulation officer. Occupational programs also require the input of the Associate Vice Chancellor of Occupational Education and various industry advisory committees (II.A.2-1).

The design and identification of learning outcomes for programs and courses is undertaken by discipline faculty in the course of the regular review of curriculum and course outlines which takes place as part of the program review process. The curriculum committee uses the following documents as part of its procedure for approving and evaluating these courses and programs:

- California Community Colleges *Program and Course Approval Handbook*, CCC Chancellor's Office (II.A.2-2).
- Riverside Community College District *Curriculum Handbook*. This document summarizes state and local guidelines, utilizing college and district surveys, statistics, observations and demographic information to ensure that the district's courses, degree and certificate programs meet or exceed the state and local descriptions and regulations (II.A.2-3).
- State Academic Senate documents specifying best practices for courses and programs as well as policies for prerequisites, co-requisites, advisories, and limitations on enrollment (II.A.2-4, II.A.2-5).
- Curriculum Committee course outline of record guide (II.A.2-6).
- The district's *Locally Developed Program Approval Process* for occupational programs (II.A.2-7).

In addition, to ensure continued quality and review of both new and existing courses and programs, particularly in pre-collegiate and developmental course areas, Norco Campus relies on the following:

- Discipline faculty oversight of new curriculum across all campuses in the district, ensuring a district-wide common curriculum
- Regularly scheduled departmental and discipline meetings related to course offerings

- Use of persistence and retention data to evaluate programs and courses in developmental areas
- Workshops, flex activities, institutes, and dialogue dedicated to curriculum issues
- Regularly scheduled four-year comprehensive program reviews for academic and occupational disciplines, student support programs, and administrative units

These standards and procedures are applied to all course offerings at Norco, regardless of the time of scheduling, format, location, type of course (contract or regular, degree credit or non-degree credit), level (remedial, pre-collegiate, transfer), or mode and length of delivery. Finally, each committee or decision-making body associated with the design, implementation, and assessment of courses and programs at an appropriate level of quality is faculty driven, thus assuring the central role of faculty in the creation and monitoring of instructional courses and programs.

SELF-EVALUATION

The standard is met. The District Curriculum Committee approved the creation of campus curriculum committees in the fall of 2006. These committees will address local curriculum issues.

Norco Campus is moving forward with developing processes and procedures for its local curriculum committee. Also, Norco administrators and faculty have demonstrated enthusiasm for a local curriculum committee and willingness to attend and participate in the state Curriculum Institute as well as program review.

PLANNING AGENDA

- Continue to engage in intercampus dialogue geared toward aligning the district's curriculum review and approval processes with the multi-college district structure.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

As detailed in standard II.A.1.c., above, Norco Campus participates actively in a faculty-driven program review process that incorporates the clear formulation and measurement of student learning outcomes. Norco faculty also have a strong presence on the District Assessment Committee, which has trained faculty in developing an assessment plan for disciplines and programs.

Regular assessment of student progress in achieving identified SLOs, and regular reporting of disciplines' and non-instructional units' use of assessment to make improvements to their pedagogy, courses, and programs, have been incorporated into the program review process in the form of discipline and student services based assessment plans. In addition, Norco Campus administers district-approved competency/level assessments in English, ESL, math and foreign languages which are established, approved, and regularly reviewed by faculty.

Besides assisting on various district and local committees responsible for monitoring the quality and rigor of general education courses and transfer degrees, Norco Campus is also committed to promoting vocational and occupational education programs under the guidance of faculty experts and industry advisory groups. Programs in this area include the fields of manufacturing technology, logistics management, construction technology, computer applications technology, real estate, engineering technology and machine shop technology. Vocational and occupational course, certificate and degree proposals are subject to all of the same standards and procedures for the development and assessment of student learning outcomes as the general and transfer oriented courses and degrees (II.A.2-7).

Advisory committees set up for vocational programs have on their membership rolls both full-and part-time faculty in the respective discipline and community/ business members currently working in related fields. These committees meet annually or more often as needed. A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding basic skills needs that enhance a student's ability to be successful in the workplace (II.A.2-7). Hence, an active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the occupational courses, certificates and degree programs under their review (see standard II.A.2.b).

The district's Office of Institutional Research is working with the Office of Occupational Education to develop an instrument to measure employer's perception of occupational education students and/or graduates. This measure will be used to gather performance data relative to

Norco Campus certificate or degree-receiving students in the workplace. The results will be shared with the occupational education disciplines and be used to inform program changes and improvements.

SELF-EVALUATION

The standard is met. Norco Campus follows procedures established by the district Assessment, Program Review, and Curriculum Committees to develop and measure student learning outcomes in both transfer and occupational programs. Norco relies on faculty expertise and the assistance of advisory committees as appropriate to identify competency levels and student learning outcomes for courses, certificates, and programs. Student learning outcomes have been developed for virtually all courses and program level identification of student learning outcomes is currently underway. Assessment tools are being developed by faculty with the support of the district's Office of Occupational and Vocational Education and the District Assessment Coordinator.

PLANNING AGENDA

- Continue to utilize faculty, program, and industry advisory expertise to develop assessment tools and procedures for certificate and degree programs at Norco Campus.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

Norco Campus offers a curriculum which is appropriate in breadth, depth and rigor for

an institution of higher learning. Courses and programs are created by faculty and monitored for adequate quality and rigor by a curriculum committee comprised of faculty with administrators acting in advisory roles. The curriculum committee works with the district Program Review and Assessment Committees in assisting disciplines to facilitate up-to-date, accurate and integrated course outlines of record. A sub-committee of the curriculum committee closely monitors the necessity for advisory, co-requisite, and/or pre-requisite coursework to increase opportunities for success by building students' cumulative knowledge appropriately. The curriculum committee meets bi-weekly throughout the academic year.

The curriculum committee uses state and local guidelines, college and district surveys, statistics, observations and demographic information to ensure that all courses and certificate or degree programs meet or exceed the state and local descriptions and regulations.

All district curriculum meets the following standards for:

- Appropriateness to mission.
- Demonstrable need (student demand, industry/job market needs, etc.)
- Quality. Each program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives. Courses and programs are integrated, with courses designed to effectively meet reasonable learning outcomes and the goals and objectives of the programs for which they are required.
- Feasibility. Norco Campus has the resources realistically to maintain the program and/or the resources needed to

offer the course at the level of quality described in the course outline

- Compliance as appropriate with all laws and regulations.

Completion of programs in timely fashion and synthesis of learning are assured in the case of academic or transfer curricula by the general education degree curriculum, guided by the gen ed SLOs established district-wide and approved by the Board in spring 2006. Time to completion and synthesis of learning are an integral part of occupational certificates and programs and monitored by faculty and industry advisory groups.

SELF-EVALUATION

The standard is met. Norco faculty are committed to providing high quality, rigorous instruction and curriculum for their students. Standards and guidelines for curriculum development are clear and purposeful. All courses, certificates and programs are clearly defined and the requirements are disseminated to the public using multiple means. The curriculum process and the program review procedures ensure a recursive review of all course outlines of record. Norco Campus is engaging in dialogue concerning the feasibility of developing additional transfer degree programs.

PLANNING AGENDA

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the needs and learning styles of its students.

DESCRIPTIVE SUMMARY

Please see response to standard II.A.1.b. for details about delivery modes. Norco faculty recognizes that students who attend Norco are diverse in many ways and have a variety of learning styles and needs. At Norco, significant differences among student groups are evident in their varied employment schedules, heavy family responsibilities, a wide range of age groups, and a mix of students who are high achievers, and students for whom learning is a struggle. Students come to Norco with widely varying levels of technical and academic knowledge, experience, and preparation for success in college coursework. As such, most faculty understand the importance of utilizing multiple delivery modes and teaching methods to meet these divergent student needs and learning styles.

Regarding teaching methodologies, neither traditional nor distance education classes are limited to lecture but include a variety of media-based enhancements, pedagogical approaches, and instructional methods and techniques. These include online discussion boards, synchronous chats, laboratory activities and projects, standard and e-portfolio preparation, oral and dramatic presentations, team teaching, faculty office hours, and one-on-one tutoring, among others. Discussions about student needs and learning styles occur in a variety of ways, including through local and district-organized FLEX workshops. Learning modules dealing with pedagogical methods and techniques are available for instructors online through 4faculty.org (II.A.2-9). Recognition of the growing number of community college students entering college with pre-collegiate reading, writing and math skills prompted the campus to establish a basic skills task force in fall 2006 that has developed and is implementing a compre-

hensive strategy for addressing the needs of these students.

SELF-EVALUATION

The standard is met. Norco Campus is committed to providing and exploring effective modes of delivery and teaching methodologies that promote student success.

The faculty at Norco Campus maintain and improve their teaching skills through workshops and conferences that present new pedagogical approaches and instructional methods and techniques. Staff, administrators, and faculty participate in frequent workshops, retreats, and flex activities to keep current with instructional trends. Faculty conduct formal and informal assessments to evaluate the effectiveness of various modes of delivery and instruction and to ensure that student learning outcomes are being met.

PLANNING AGENDA

None

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

As discussed in standards II.A.2.a and II.A.2.c, the continuing evaluation and revision of all courses and programs through comprehensive and systematic program review are an essential part of Norco's commitment to providing a quality academic environment. The State Academic Senate

has recognized that “the principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily to further their own growth, and to identify weak performance and assist programs in achieving needed improvement....” (II.A.2-10).

As a consequence, the comprehensive instructional program review process, conducted on a regular four-year cycle, addresses systematically each discipline’s courses, pedagogy and other developments related to the future of the discipline across the district. Through this process, faculty engage in an ongoing analysis of the relevance and appropriateness of courses in their respective disciplines and make needed improvements to learning outcomes based on defined assessment projects (II.A.2-11). The new annual program review update process asks each discipline or program to address its resource needs (staffing, facilities, equipment) at each campus and to provide an update on outcomes assessment activities undertaken in the preceding year. (II.A.2-12).

In order to implement ongoing, systematic review of programs and courses district-wide, the emphasis of the District Program Review Committee is on comprehensive, regular program review by defined units in the district on a four-year rotating cycle, with annual campus-based updates, as mentioned above (II.A.2-13, II.A.2-14). The purpose of the district Program Review Committee is threefold:

- To provide training and guidance for those disciplines undergoing program review;
- To review instructional program reviews and make recommendations for acceptance or revision of these studies;

- To continue to evaluate and, when necessary, make recommendations for revisions to the comprehensive program review process and the role of the District Program Review Committee.

Further evidence of ongoing systematic review of courses and programs is detailed in standard II.A.1.c and in II.A.2.f below.

SELF-EVALUATION

The standard is met. An extraordinary amount of progress has been made over the past six years at the District and campus levels in developing means for evaluation of courses and programs on a systematic basis, in order to determine their currency, relevance, and appropriateness to current and future student needs. Norco Campus will continue to benefit from incorporating all identified programs (transfer, occupational, and non-instructional) into the established program review and assessment processes.

PLANNING AGENDA

- Monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students at Norco Campus.
- Use data from OIR and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus.

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 constituencies.

DESCRIPTIVE SUMMARY

As discussed in standards II.A.2.a-c and e above, the continuing evaluation and revision of all courses and programs is conducted through program review and integrated implementation of the Academic Master Plan with the participation of the curriculum committee, discipline faculty, student support services faculty and staff, and administration.

The district and its campuses have made considerable progress over the past six years in the establishment of student learning outcomes at the district and course level. In particular:

- General education SLOs have been established for the District and colleges as a whole; these were approved by the Board of Trustees in December 2006 and will be printed in the next RCCD catalog (II.A.2-15).
- Individual disciplines have begun an SLO “audit” in which they discuss the alignment of their SLOs with Gen Ed SLOs.
- More than 37 instructional disciplines have begun to determine specific SLOs for their disciplines or programs as a whole; seven disciplines have already established program-level SLOs.
- Student support units have developed program-level SLOs and SAOs (service area outcomes) and assessment plans as part of program review.

- By Fall of 2007, course outlines of record for a majority of courses in the District will have been updated to include integrated SLOs. These SLOs inform the content, topics, methods of instruction, and methods of evaluation for each course outline of record.
- By summer 2007, 35 disciplines will have completed some portion of the assessment project that they proposed in their program reviews (II.A.2-16).
- Twenty disciplines report that they have made changes to curriculum, instructional methods, modes of delivery, or SLOs as a result of assessment (II.A.2-17).
- Computer information sciences and business administration disciplines are working on a model SLOs framework for certificates and degrees offered by their disciplines.
- Most occupational programs are required by external licensing bodies to adhere to, assess, and meet specified learning outcomes, and in these cases, the SLOs, assessment, and improvement instruments already exist.

Ongoing, systematic evaluation and integrated planning are achieved at the district and campus levels through the program review and assessment processes. These processes assure curricular currency and a systematic cycle of measurement of the effectiveness of student learning outcomes, as well as improvement where necessary.

Progress in meeting individual program goals is based on active faculty participation in program development, articulation of SLOs, and assessment activities listed above and in standard II.A.1.c. Program and student success data are described in materials distributed to the public through a variety of methods including reports to the State Chancellors Office, publications on district and campus websites, memos, meeting

minutes, and other documents distributed to interested constituencies.

SELF-EVALUATION

The standard is substantially met. Systematic evaluation and course- and campus-based assessment processes support integrated academic planning through the Norco Academic Planning Council and the Norco Strategic Planning Committee. Significant progress has also been made toward addressing the development of SLOs. Specifically, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general SLOs for their programs. Occupational programs are developing SLOs for their certificate/degree patterns. Finally, general education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges.

The next round of instructional program reviews, which begins in 2007-08, will require clearly stated program-level SLOs as part of the comprehensive review process.

PLANNING AGENDA

- Continue comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs, and engage in annual program review updates to provide input into campus master planning.
- Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed.

- Ensure that all program reviews submitted starting in fall 2007 contain at least one student learning outcome at the program level.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Two Norco disciplines utilize departmental examinations to measure student learning; these are English as a Second Language and Spanish.

The ESL discipline designed a common final exam for its highest level course in grammar and writing, consisting of a writing prompt and a grammar test, and administered it over a three-semester period from spring 2005 through fall 2006 (ESL 55; II.A.2-18). The ESL exam compares student scores to instructor expectations regarding a student's proficiency in the subject. It also compares the pass rate on the test to students' acquisition of the skills outlined in specific SLOs on the course outline of record. Based on feedback from the instructors and the results of the first administration of the exam, additional time was given for the writing section, an additional set of essay prompts was developed, and the grammar section was shortened to allow more time for the written portion. The second evaluation session revealed that although the pass rate was still low on the test, it more accurately reflected the students' acquisition of the skills outlined in the student learning outcomes that were being tested. The ongoing administration of this common exam will provide further

validation of the exam's effectiveness in measure student learning.

As a means of assessing student success in Spanish, World Language Spanish instructors devised a common final exam for Spanish 1 and administered it to a representative group administered over three semesters (Spring 2005 – Fall 2006 (II.A.2-19). Faculty members met to assess what questions might be appropriate to assess the learning outcomes listed on the Spanish 1 course outline of record. Questions for this exam were culled from test banks to create a carefully structured, five-part exam designed to coordinate with the SLOs required for successful completion of the entry-level Spanish 1 course. Results of the first administration indicated a need for increased pre-reading activities, reading comprehension instruction, and individualized writing practice.

All ESL instructors met to compose the writing prompt and grammar questions; all Spanish faculty were likewise involved in development of the Spanish 1 test bank questions. In both disciplines, every effort was made to minimize cultural bias in the development of test questions. A conscious effort was made by the disciplines to ensure that faculty developing test questions represented diverse cultural backgrounds. Moreover, some ESL and Spanish faculty have attended workshops on the topic of cultural diversity and specifically, how to eliminate cultural bias from test questions. Both disciplines have reported that when a test question is discovered to have a cultural bias, the question is either removed or modified. All ESL and most common Spanish 1 exams are included in the grading process and are therefore included in the awarding of course credit.

In addition, external licensing exams play a comparable role for many vocational pro-

grams at the district level, such as nursing and cosmetology; at Norco Campus, external licensing exams in real estate, construction technology, and computer information science provide comparable means of assessing learning effectiveness and minimizing cultural bias.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

Norco Campus adheres to the requirements set forth by Title 5 and the State Chancellor's Office as well as to the standards established by the District and local Academic Senates and any articulation agreements with other community colleges and institutions to which students transfer. These regulations and standards clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning in breadth, depth and rigor and which meets generally accepted standards for higher education. Norco Campus faculty strives to present course content with the goal of assisting students to accomplish approved course SLOs.

Students are evaluated for mastery of SLOs and awarded credit based on achievement of stated learning outcomes. Grades/credits received by students indicate achievement of learning outcomes by means of rubrics and/or outcomes published in instructor syllabi. The outcomes in the syllabi are required to be consistent with the SLOs for the CORs. All transfer courses have articulated agreements with surrounding four-year public and private colleges and universities; other non-transfer courses meet all criteria applicable for credit towards an A.A./A.S. degree. Remedial and developmental courses also include critical thinking skills and meet state and local criteria for appropriateness to mission, need, quality, feasibility, and compliance with local and state regulations.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY

Norco Campus awards degrees and certificates upon completion of course work in specific general education, occupational-vocational programs, and/or CSU-IGETC transfer areas (II.A.2-20). Courses in approved certificate and degree programs contain specific learning outcomes established by each discipline and approved/reviewed by the Curriculum Committee. The outcomes, as stated above, are communicated clearly to students through disci-

pline rubrics or listed outcomes published in instructor syllabi. Program and major requirements are clearly listed in the district catalog, on fliers in the admissions office, in the counselors' offices, and on the district and Norco websites. Disciplines and occupational programs are currently aligning specific program and course SLOs to the general education SLOs proposed for all degrees granted in the district.

SELF-EVALUATION

The standard is substantially met. The college meets the minimum standards of awarding degrees and certificates based on the norms of higher education as well as approved district and program-based student learning outcomes. Significant progress has been made with regard to developing and measuring SLOs for occupational and transfer programs and degrees. As stated in standard II.A.2.b above, a majority of course outlines district-wide now contain appropriate, integrated student learning outcomes, and academic disciplines are working to establish general SLOs for their programs. Occupational programs are developing SLOs for their certificate/degree patterns. Finally, general education SLOs have been approved at the district level, and the District Assessment Committee has begun the process of establishing a linkage between these larger SLOs and (1) transfer degree courses; (2) degree and certificate programs at the colleges.

PLANNING AGENDA

- As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, standard II.A.2c), program-level SLOs will be concurrently developed.
- Devise and test various measurement techniques for current occupational programs and proposed academic de-

gree programs, such as capstone courses, portfolio assessment, and the like.

- Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs.

List of References

II.A.2-1	Sample Norco Advisory Committee Minutes
II.A.2-2	CCC <i>Program and Course Approval Handbook</i> , California Community College Chancellor's Office
II.A.2-3	RCCD Curriculum Handbook
II.A.2-4	State Senate Policy on Prerequisites
II.A.2-5	"Best Practices" (State Academic Senate Publication); Title 5
II.A.2-6	<i>COR Guide</i> (Curriculum Committee)
II.A.2-7	<i>Guide to Locally Developed Program Approval Process</i>
II.A.2-8	Norco Advisory Committee Minutes
II.A.2-9	Riverside Logistics Forum Draft
II.A.2-10	4faculty.org modules on learning styles: 101, 109, 110, 112, 113, 118
II.A.2-11	"Program Review: Developing a Faculty Driven Process," (California State Academic Senate Publication, Spring 1996)
II.A.2-12	RCCD Schedule of Classes, spring 2007
II.A.2-13	Open Campus: http://www.opencampus.com
II.A.2-14	<i>Instructional Program Review: Comprehensive (Background & Guidelines)</i>
II.A.2-15	Annual Program Review Update guide
II.A.2-16	General Education SLOs, RCCD
II.A.2-17	Assessment project reports: humanities, philosophy, tutorial services, outreach
II.A.2-18	Assessment project reports recording changes: English, math, ESL
II.A.2-19	ESL 55 common final exam
II.A.2-20	Spanish 1 common final exam
II.A.2-20	Groups 1-5, RCCD college catalog; CSU transfer & IGETC sequences

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 general education curriculum by examining the stated learning outcomes for the course.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY

The district has addressed comprehensive learning outcomes for students completing general education degrees and transfer majors by developing General Education SLOs which address the major areas of knowledge referred to in this standard. Students completing A.A./A.S. degrees at Norco Campus and within the district are required to take courses that incorporate the humanities and fine arts, the natural and social sciences (II.A.3-1, II.A.3-2).

General education requirements in the District and at Norco Campus reflect the conviction that those who receive degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by various disciplines. General education prepares the college student to comprehend and contribute to the modern world, to understand our regional, national, and international cultural diversity as well as our shared cultural heritage, to reinforce an awareness of self as well as others, and to instill an ongoing intellectual curiosity

and commitment to learning. The subject matter of General Education courses is designed to be general, broad, and introductory rather than specialized, narrow, or advanced. General Education courses form a pattern of learning experiences designed to provide educational opportunities.

RCCD introduces students to a breadth of study via a minimum of 23 semester units taken from a selection of courses in Natural Sciences (3 units), the Social and Behavioral Sciences (6 units), the Humanities (3 units), and Language and Rationality (10 units).

All courses included in the general education requirements are approved by the local and district curriculum committees. (II.A.3-2, II.A.3-3). Introductory level courses cover fundamental theories and methodologies of a given area of focus and introduce students to related subspecialties. Currently course learning outcomes in the major areas of knowledge are being aligned with general education SLOs to better enable assessment of the curricular patterns that match the General Education SLOs.

SELF-EVALUATION

The standard is met. The district has developed general education SLOs and is beginning to assess them. Dialogue on revision or reform of the general education (group) categories/area majors is in the early stages.

PLANNING AGENDA

- Review General Education requirements, continue campus-wide dialogue and participate in district-wide dialogue regarding possible revision/update of the general education majors.

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following: A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY

The district's recently developed General Education SLOs (see standard II.A.3.a above), adopted by Norco Campus and incorporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to be productive in society and to continue the learning process throughout their lifetimes (II.A.3-1). In brief, the district's general education SLOs include:

1. **Critical Thinking** (including problem-solving, argumentation, evaluation of rival hypotheses, generalizing appropriately, identification of assumptions and biases)
2. **Information Skills** (including computer literacy and effective location and use of information)

3. **Communication Skills** (including the ability to write, read, listen, and speak effectively)
4. **Breadth of Knowledge** (including the understanding of the basic content and modes of inquiry of the major knowledge fields, the use of the symbols and vocabulary of mathematics, the ability to respond to and evaluate artistic expression)
5. **Application of Knowledge** (including life-long learning, the ability to set goals for personal and professional development, the ability to transfer academic and technical skills to the workplace)
6. **Global Awareness** (including the demonstration of teamwork skills, understanding of diversity and of alternate viewpoints, appreciation for civic responsibility) (II.A.3-1, II.A.3-4)

Requirements for an associate degree include successful completion of coursework in reading, writing, and mathematics as well as completion of course work in oral communication, critical thinking and scientific/quantitative reasoning. Students are required to take a minimum of three units of English composition and three units of communication and analytical thinking. (II.A.3-2). These requirements in analytical thinking, which include training in qualitative and quantitative reasoning, lay the groundwork for students to be able to acquire future knowledge from a variety of sources throughout their lifetimes.

SELF EVALUATION

The standard is met. The district has a full range of course offerings in all areas specified by the standard, including information competency and computer literacy. Also, the general education SLOs address all elements of the standard. (II.A.3-2).

PLANNING AGENDA

None

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY

As summarized in standards **II.A.3.a** and **b** above, the district's recently developed General Education student learning outcomes, adopted by Norco Campus and in-

corporated in its mission statement, address those goals of higher education directed toward producing graduates with the ability to act on ethical principles, to respect other cultures and styles of communication, to understand the impact of history and the arts, and to become productive and responsible citizens at all levels of human society. Norco Campus provides courses in all these areas which satisfy general education SLOs as well as vocational and transfer degree requirements. Specifically, requirements for the Associate Degree include a minimum of three units from a cultural breadth category that includes ethnic studies, humanities, world religions, and international perspectives (II.B.3-2).

SELF EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

- II.A.3-1 General Education SLOs
- II.A.3-2 RCCD *College Catalog*
- II.A.3-3 RCCD *Curriculum Handbook*
- II.A.3-4 "Report on RCCD Outcomes Assessment History" (DAC)
- II.A.3-5 *Information Competency: Challenges and Strategies for Development* (CA Academic Senate, 2003)

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

DESCRIPTIVE SUMMARY

As published in the 2006-2007 RCCD catalog, the general education requirements for the associate degree include 24 semester units spread over six general academic areas: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health Education, and Self Development (II.A.4-1).

All students seeking an associate degree from RCC Norco must complete a minimum of 60 units. All degree programs include a focused study in at least one area of inquiry that encompasses a minimum of 18-21 units of study in a vocational or established interdisciplinary major area of the student's choice, plus a minimum of 24 semester units of general education courses (II.A.4-1).

The degree requirements are listed in the catalog. The general education component of each degree program is clearly defined and specifies all courses that meet the general education requirements by academic department and course number.

Four hundred ninety-two Associate of Arts and Associate of Science degree awards and 200 local and state certificates were granted by the district to Norco Campus students during the 2005-2006 academic year (II.A.4-2). An overview of the academic degrees a student may be awarded upon graduation includes the following:

Programs of study offered at Norco Campus:

Certificate/A.S. Degree Programs:

Accounting (General Business)
Administration of Justice/Law Enforcement
Architecture
Art-Commercial
Automated Systems (Mfg. Technology)
Business Administration
Computer Applications
Computer Programming
Construction Technology
Drafting Technology
Early Childhood Education
Electronics Computer Systems
Electronics Technology
Engineering Aide
Engineering Software Applications
Engineering Technology
Human Resources
Logistics Management
Management (General Business)
Marketing
Mechatronics (Manufacturing Technology)
Office Administration
Real Estate

A.A. Degree Programs:

Liberal Arts & Sciences, General
IGETC Transfer (CSU/UC) Studies

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

- II.A.4-1 *RCCD College Catalog*
II.A.4-2 *RCCD Fact Book, 2006-07*
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II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

In accord with the Norco Campus Mission Statement, the institution provides a comprehensive curriculum, including career education and technical certificate programs. Norco's mission emphasizes the industrial and business needs of the areas served by the campus, which show continued growth in jobs in the manufacturing, engineering, and logistics fields.

RCC Norco offers over 27 vocational certificate and degree programs designed for comprehensive educational experience and/or possible transfer to four-year colleges and universities (see list in II.A.4 above). Vocational programs are designed with industry and businesses to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies (II.A.5-1).

As a result, vocational curriculum is revised regularly as part of program review to reflect current skills needed in each vocational program. Each vocational and occupational program has an advisory committee which discusses essentially employment skills and

changes in curriculum (II.A.5-2). Because the objective of the vocational certificate programs is immediate employment in a specialized area, the certificate programs typically include only those courses that have a direct bearing on specialized occupational competency. Professional/technical competency is demonstrated through grades earned, the ability to transfer course units to institutions of higher education, employment statistics, and student satisfaction surveys (II.A.5-3). Another method of ensuring proficiency in the certificate program is that only courses in which the student earns a C grade or better are acceptable for completion of these programs.

Norco Student Services is currently measuring student job placements as a means of determining professional/technical competency (II.A.5-5). The district's Office of Institutional Research is planning to work with the Office of Occupational Education to develop an instrument to measure employer's perception of occupational education students and/or graduates. This measure will be used to gather performance data relative to Norco Campus certificate or degree-receiving students in the workplace. The results will be shared with the occupa-

tional education disciplines and be used to inform program changes and improvements.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs.

List of References

II.A.5-1	Sample advisory committee minutes, Norco occupational programs; sample certificate, occupational education program; sample occ ed licensing program
II.A.5-2	Sample advisory committee meeting minutes, Norco vocational-occupational programs (2006-2007)
II.A.5-3	CCSEQ
II.A.5-4	RCCD four-year VTEA plan
II.A.5-5	Norco student job placement reports

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.

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

DESCRIPTIVE SUMMARY

Transfer-of-credit policies are explained in the college catalog, which details the policies of the district regarding granting of credit from other institutions and includes advanced placement with credit, career advancement placement with credit, credit by examination, the College-Level Examination Program (CLEP) and the granting of credit for military service (II.A.6-1). Questions dealing with the equivalency of courses from other institutions are addressed by the Admissions and Records evaluator and by the appropriate discipline faculty (II.A.6-2). The Curriculum Committee requires proof

of research on transferability of courses and the correspondence of SLOs to California State University and/or University of California institutions for all new coursework as well as any course revisions and/or updates. Information regarding transfer to four-year institutions is provided in the college catalog and in information flyers and other handouts distributed by counseling and Student Services (II.A.6-1, II.A.6-3, 4).

Norco Campus awards degrees and certificates through Riverside Community College District upon completion of required work. Each course has specific learning outcomes established by the discipline and approved/reviewed by the curriculum committee. When these courses are accepted for articulation purposes by the receiving institutions, the district is assured of comparable learning outcomes. All faculty list on their class syllabi student learning outcomes derived from the current course outline of record (II.A.6-5, 6).

For articulation of courses to four-year colleges and other institutions, Norco Campus follows established articulation agreements utilizing Title 5 and State Academic Senate guidelines for transfer curricula (II.A.6-7). These guidelines clearly provide guidance in creating a curriculum which is appropriate for an institution of higher learning. Credit and transfer information is clearly made available to students in the district catalog, on fliers in the Admissions office, on the counselors' and Student Services offices, and on the district and Norco websites (II.A.6-1, 3, 4, 8).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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

DESCRIPTIVE SUMMARY

Norco Campus follows generally accepted procedures for addressing the needs of students and faculty in programs that are eliminated or substantially changed.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

RCC Norco utilizes five methods of ensuring that enrolled students, prospective stu-

dents, the public, and college personnel receive clear and accurate information: 1) the district catalog, 2) the schedules of classes, 3) the district and Norco Campus websites, 4) individual course syllabi, and 5) brochures, flyers, and summary reports. The district maintains a catalog which is updated every year. The college publishes four schedules of classes each academic year: fall, winter intersession, spring, and summer. Each department works closely with faculty and the offices of the Dean of Instruction, the Vice President of Educational Services, and the Dean of Student Services at Norco, with input from the Associate Vice Chancellors of Academic Affairs and Institutional Effectiveness at the district level, to present current and accurate information to all interested constituencies (II.A.6-1, II.A.6-11).

Due diligence has been exercised to ensure that the district catalog and schedules of classes are clear and accurate regarding policies, standards, articulation paths, and agreements. The campus/district website contains all information found in the catalog and in the schedules of classes and is updated as necessary during the year. Electronic representations of the institution's publications are updated by the district or local webmasters with input from individual faculty, department, discipline, Senate or curriculum representatives, or college/district IT personnel.

At the beginning of each semester, all faculty members are required to submit a copy of the course syllabus for each class taught. Current term course syllabi are housed in the office of the Dean of Instruction (II.A.6-12).

Brochures and flyers are developed by individual faculty, programs, and student services to provide specific information regarding programs and/or services. The Norco Outreach Department produces a packet of information about the college for distribution to local high schools and the public (II.A.6-13). All materials are reviewed annually for accuracy and clarity.

Working in cooperation with the chancellor's Public Relations Office, Norco Campus makes available to its constituents and the community information about its mission, programs, and services. Reports and information items that provide accurate and timely information about the college include general services flyers and outreach brochures.

SELF-EVALUATION

The standard is met. Norco Campus has expressed the intent to publish a separate Norco College Catalog in 2008 - 2009.

PLANNING AGENDA

None

List of References

II.A.6-1 RCCD *College Catalog*
 II.A.6-2 Admissions & Records: statement on granting of equivalent credit (challenge process form)
 II.A.6-3 Counseling/Student services: sample flyers and information handouts
 II.A.6-4 Counseling: general transfer information flyer
 II.A.6-5 Sample part-time faculty evaluation form
 II.A.6-6 Sample full-time faculty evaluation form
 II.A.6-7 State articulation agreement regulations; OSCAR website: <http://www.rcc.edu>
 II.A.6-8 <http://www.rcc.edu> ; <http://www.rcc.edu/norco>

- II.A.6-9 *Locally-Developed Program Approval Process*
- II.A.6-10 Sample fall, winter, spring, summer schedules of classes and website:
<http://www>.
- II.A.6-11 Sample publication, OED; the *Matrix* (Matriculation)
- II.A.6-12 Sample course syllabi
- II.A.6-13 Norco Community Outreach packet

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 and worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

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

DESCRIPTIVE SUMMARY

A specific statement concerned with academic integrity of the teaching-learning process and RCCD’s institutional commitment to the free pursuit and dissemination of knowledge can be found in the Faculty Handbook, Appendix J, Faculty Academic Senate, “Ethics Statement”. This statement is a senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate’s adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (II.A.7-1).

Matters dealing with objectivity in faculty presentation of information are dealt with through the Norco Academic Senate and in the context of department and discipline dialogue (II.A.7-2).

Through new faculty orientation meetings and regular FLEX workshops for all full-

and part-time faculty, Norco Campus demonstrates a commitment to communicating an awareness of the distinction between personal and professional views within a discipline. Faculty is at all times encouraged by discipline and department colleagues and through the regular improvement of instruction process to present data and information fairly and objectively.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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

DESCRIPTIVE SUMMARY

Students and faculty at Norco Campus are informed of the district’s policies on academic honesty and the consequences of dishonesty in the Student Handbook and on

individual course syllabi given to each student in all classes during the first week of each semester (II.A.7-3, II.A.7-4). Issues of academic honesty and the consequences of dishonesty are also specified in Board Policy (II.A.7-5).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

II.A.7.c. Institutions that require conformity to specific codes of conduct for staff, faculty, administrators, or students, or seek to instill specific beliefs or worldviews, give clear prior

List of References

II.A.7-1	Faculty Handbook, "Code of Ethics"
II.A.7-2	District Academic Senate Academic Standards Committee - meeting minutes
II.A.7-3	RCCD Student Handbook
II.A.7-4	Sample course syllabus with statement on academic honesty/consequences of dishonesty
II.A.7-5	Board Policy # 5500-"Standards of Student Conduct", Board Procedure #5520, "Student Discipline"

notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

As a public institution, RCC Norco imposes no specific beliefs or worldviews on its faculty, staff, administrators, or students, nor does it seek to instill such beliefs or worldviews.

SELF-EVALUATION

The standard is not applicable.

PLANNING AGENDA

None



STANDARD II.B
Student Support Services

Standard II.B Student Support Services

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

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Students at Norco Campus have access to high quality support services designed to enhance learning, matriculation, and retention—integral parts of Norco’s mission statement. In order to assure that the student educational experience is characterized by a concern for access, progress, learning and success, Student Services utilizes a variety of research-driven, decision making processes. Many service areas perform regular self-evaluations through the utilization of student surveys and annual Program Review updates. Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs) resulting from this ongoing review are developed, maintained and updated on a consistent basis (II.B.1-1). Student Services utilizes information and data from program reviews and Student Satisfaction Surveys (CCESQ) to maintain high quality of services and identify areas in need of improvement within various student services programs. Student learning needs are also supported through the use of technology and online services integrated into the ad

missions and records, matriculation, and counseling processes.

A critical aspect of the student’s pathway through the educational experience at Norco Campus is the admissions process. Admissions and Records is responsible for student applications, registration, fees, issuance of transcripts, subpoena processing, evaluations, degree and certificate applications, graduation checks, veterans’ services, student transcripts, faculty records and records retention. In order to assist faculty, staff and administrators, Admissions and Records procedures and timelines are updated regularly and distributed campus-wide prior to each term (II.B.1-2).

In order to stay current and provide an enhanced learning environment for students, Admissions and Records is moving towards a paperless office. Specifically:

- Students can apply and register online and conduct other business on the RCC website;
- Faculty records are now submitted almost entirely online, including census,

final grade, attendance and positive attendance rosters. This gives students the ability to access grades as soon as they are submitted.

When a student submits an application for admission to Norco Campus, the Admissions and Records staff ensures proper processing, uploads all relevant information to the college's student database, assigns a student identification number, and attempts a determination of the student's educational objectives.⁹

In the case of transferring or military enrollees, a campus Academic Evaluation Specialist evaluates prerequisites for courses students may have taken elsewhere certifies completion of IGETC and CSU breadth requirements, evaluates student educational records upon request, and processes applications for degrees and certificates. Veterans' Services provides students with documentation for all VA requirements, certifies students with the VA in order for them to receive funding for approved classes, and arranges enrollment in the Army ROTC through a cooperative arrangement sponsored by the Claremont Colleges and the Army.

As part of Norco's matriculation process, first-time college freshmen must participate in assessment, orientation and counseling if they declare one of the following academic objectives:

- To pursue an Associate of Arts or Science degree
- To transfer to a four-year institution
- To enroll in math, reading, writing or ESL courses
- To register for courses within certain certification programs.¹⁰

Once the student completes the assessment process in English, reading and math, counseling faculty provide group orientations which lead to the development of a one-semester Student Educational Plan (SEP) (II.B.1-3). Counselors interpret test results and make recommendations for an SEP that supports individual and institutional learning objectives. Further, students are encouraged to meet individually with counselors to develop their two-year educational goals and identify personal and career objectives. Counselors refer individual students to the following support services as needed:

- Adult Re-Entry
- Career Center
- Disabled Student Programs & Services (DSP&S)
- Educational Opportunity Programs & Services (EOPS/CARE)
- Head Start Childcare Services
- Job Placement Office
- Puente Program
- Student Financial Services
- Talented Tenth Program (T3p)
- Transfer Center
- TRIO/Student Support Services
- Tutorial Services
- Writing/Reading/Math Centers

⁹ The district offers an online application in English and Spanish; paper applications are also available. All applicants receive a letter in the mail with their student ID number and information about assessment, orientation, and registration. Students applying online (80 percent of all applicants) receive an e-mail response with information about the college. If a student lacks an e-mail address, one is permanently assigned to him/her.

¹⁰ Students who have completed 60 or more units, who have graduated from an accredited US college or university, or those who plan to enroll in five units or fewer, are exempt from this process. Undecided students, comprising about 30 percent of first-time attending students, are strongly encouraged to attend college orientation sessions and to develop a Student Educational Plan (SEP).

In order to ensure the quality of services provided to students, Student Support Services and counseling faculty systematically collect and review data to ensure the effectiveness of student support services through:

- Student persistence and success rates (II.B.1-4)
- Monitoring of retention and transfer rates
- Student Services Satisfaction Surveys (II.B.1-5).
- Certificates awarded
- A.A./A.S. degrees awarded
- Weekend College Surveys (II.B.1-6).

When areas for improvement are identified, Norco College utilizes the following forums to make recommendations:

- Department meetings (Student Services, Counseling, Admissions & Records, Financial Aid)
- Committee meetings (Student Equity, Talented Tenth Program, TRIO, Title V, Community Outreach, Success Track)
- Strategic Planning Committee
- District Assessment Committee
- District meetings (Student Financial Services, DSP&S, EOP, Admissions & Records)
- District student services deans meetings

In the student services area, administrators, faculty, and staff have developed a comprehensive series of student support services district-wide. Carefully designed student plans and a regular cycle of program review have been implemented to ensure that the quality of student support at each campus enhances student learning and supports the Norco and district missions. These include:

- Matriculation Plan (II.B.1-7)
- Student Equity Plan (II.B.1-8)

- Program reviews for Student Support Services and Counseling (II.B.1-9, 10)
- Student Services SLOs and SAOs (II.B.1-1)

In addition, Student Services relies upon the Academic Master Plan, the Norco Technology Plan (in development), and the District Educational Master Plan for guidance in developing and enhancing student learning and student support services. Student Services at Norco also carefully reviews studies conducted and analyzed by the district's Offices of Institutional Research and Reporting.

To assist in evaluating its services and programs, a comprehensive annual program review process has been developed and implemented since the last accreditation visit. This annual program review process will continue to provide comprehensive evaluations to reinforce the relationship between student services and the elements of the mission statement related to student learning, progress, and retention.

In addition to using program reviews to enhance the educational experience, student services personnel interact and maintain an ongoing dialogue with district constituencies in order to enhance effectiveness and the delivery of specific services that are offered as part of RCC District Student Services functions. Such services include Disabled Student Services, Student Financial Services, Educational Opportunity Programs and Services, International Student Services, and Veterans Student Services.

SELF EVALUATION

The standard is met. Norco student services programs have been successful in their efforts to provide services and resources that successfully contribute to students' personal and academic growth. Student service pro-

grams at Norco Campus are interrelated and complement each other in order to enhance the educational experience and maintain a supportive learning environment. The institution is successfully pursuing appropriate research and utilizing standardized measurement tools to assess and improve the effectiveness of its student learning programs and services.

Recent data on matriculation and persistence indicate that matriculated students at the Norco Campus are more likely to continue enrolling in future terms at the institution than students who do not complete the matriculation process.¹¹ Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) were developed as part of the Fall 2006 program review. Measurement of these outcomes is underway for all service areas.

Regarding degree and credit checks, the volume of evaluations and other requests submitted to the Evaluations Office is a continuing challenge since most of the work is done manually by staff who are required to undergo a time-consuming training process. To address this issue evaluation requests and degree applications now have a checklist of minimum requirements that students must complete before submitting their requests, and this checklist has helped with the backlog of requests. Processing times for transcript evaluation from other institutions, while improving, remain unacceptably long.

PLANNING AGENDA

- Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during 2007-2008 academic year.
- Discuss program modification and/or changes to SLOs based on these assessments.
- Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes.

¹¹ A report on matriculation and persistence of first-time college students conducted between Fall 2001 and Fall 2004 indicated that first-time freshmen persist at a higher rate as a result of their participation in the following three student services areas: Assessment, Orientation and Counseling (also known as AOC).

List of References

II.B.1-1	Student Services Program Review, SLOs and SAOs.
II.B.1-2	Sample Admissions & Records timeline (spring 2007 semester)
II.B.1-3	Student Educational Plan form
II.B.1-4	Student success rates, persistence rates, retention rates, Norco Campus – <i>Fact Book</i> and Introduction to Self Study
II.B.1-5	Student Service Satisfaction Surveys; CCSEQ)
II.B.1-6	Weekend College survey
II.B.1-7	<i>RCCD Matriculation Plan</i>
II.B.1-8	RCCD Student Equity Plan
II.B.1-9	Student Services Program Review
II.B.1-10	Counseling Program Review

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

DESCRIPTIVE SUMMARY

The district provides a comprehensive catalog for its constituents with precise, accurate and current general information about the district services; requirements for matriculating students; policies that affect students; and information on degrees, certificates and transfer requirements (II.B.2-1). Changes will be made to the district catalog as it evolves from a single district document to three separate catalogs in the 2008-2009 academic year. These include listing of faculty by campus (completed); publication of the three campus mission statements along with the district mission statement (2007-2008); and designation of the campus location(s) for each of the curricular programs/certificates in the catalog.

II.B.2.a. General Information

- Names and titles of administrators: pp. vi-ix
 - Mission Statement, Goals, Vision, and Values: p. 2
 - Functions of the District: pp. 2-3
 - Course, program, and degree offerings: pp. 55-80
 - Academic calendar and program length: p. x
 - Student financial aid: p. 20-22
 - Veterans Assistance & ROTC Program: p. 9-10
 - Food services and health centers: pp. 23-24
 - Learning resources: pp. 19, 27
 - Names and degrees of faculty: pp. 261-274
 - Campus locations: p. iv
 - Essential student information in Spanish: pp. 12-15
 - Student information for counseling, athletics, disabled student services, clubs and organizations, transfer services, honors program, and job placement services: pp. 17-28
- Names of members, Board of Trustees - inside front cover
 - Official name(s), address(es), telephone number(s), and website address of the institution : p. ii, cover

- Special student services (workforce preparation, TRIO programs, EOPS, tutorial services): pp. 27-29.

II.B.2.b. Requirements

- Admissions and registration of students: pp. 4-5
- Limitations on Enrollment: pp. 5-6
- Matriculation: pp. 6-7
- Student fees and other financial obligations: pp. 7-9
- Degrees, certificates, graduation requirements: pp. 32-39, 47-79
- Transfer requirements & programs: pp. 42-52
- Acceptance of transfer credits: pp. 36-37
- Policies on prerequisites, co-requisites, and advisories: p. 39
- Grading system: pp. 35-39.

II.B.2.c. Major Policies Affecting Students

- FERPA information: pp. 10-11
- Academic regulations: standards of conduct and scholarship: pp. 34-35
- Nondiscrimination: pp. 12-15
- Grievance and complaint procedures: pp. 12-15
- Sexual harassment: pp. 12-15
- Refund of fees: p. 9.

Statements on academic honesty and academic freedom are not currently in the catalog but will be included in the 2007-2008 edition.

The district catalog is available to all students online and for purchase at the campus bookstores. All faculty, counselors, and administrators are provided with copies of the catalog as well as all campus libraries, the public library, and local high school counselors. Copies of the catalog can also be located at the Norco Campus Counseling

and Transfer Centers. The catalog is fully searchable on line and accessible through the district website:

<http://www.rcc.edu/programs/index.cfm>

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

Other college publications, including the course schedule and the Student Handbook, complement the college catalog and contain basic information such as admissions forms, matriculation and registration, financial aid, student services, campus maps, and major policies affecting students (II.B.2-2, II.B.2-3). Both are free to students and the community and incorporate a variety of additional information including:

- Distance Education (Open Campus)
- Weekend College
- Learning Communities
- ESL support services and testing
- Military credit
- Campus resources
- Time management tips
- Academic success tips
- Tutorial Services information

The district Student Handbook is available in the Counseling and Student Services departments. It is also provided during orientations and guidance courses. The course schedule and district catalog are available online and are fully searchable via the district and campus websites; Norco Student Services hours are clearly posted online. Students can also find schedules of classes in Admissions and Records, the college bookstore, the campus and local public libraries, and at local high schools. The course schedule is mailed before every academic session to continuing students and to selected constituencies and public agencies within the district's communities.

The district Student Handbook, along with a new Norco Student Handbook, will be available online in fall 2008.

SELF-EVALUATION

The standard is met. The district provides a catalog which includes information about all three campuses and off-campus sites and centers. This information is precise and accurate.

Changes have been and will be made to the existing catalog as it makes the transition from a single district document to three separate catalogs in the 2008-2009 academic year. In 2007-2008, the district plans to include mission statements for all three cam-

puses in the single catalog, and will designate the campus location for each of the curricular/ certificate patterns listed in the catalog. Statements on Academic Honesty and Academic Freedom will also be included in the 2007-2008 edition.

PLANNING AGENDA

- Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

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

DESCRIPTIVE SUMMARY

Student Services administrators, faculty, and staff at Norco Campus rely on data provided by the Offices of Institutional Research and Reporting to identify emerging learning support needs of students and to develop or modify plans to meet those needs. In addition to these basic data and research studies, a variety of measurement tools is utilized in order to most effectively serve the diverse needs of the student populations at Norco, including:

- Program review data from counseling and Student Services program reviews (II.B.1-1, II.B.1-9)
- Matriculation (AOC) Plan data and information (II.B.1-6)
- Online services data (usage data for admissions application, Web Advisor registration, online counseling appointments, schedules of classes, college catalog, etc.) (II.B.1-3)
- Student surveys (II.B.1-4, II.B.1-5)
- Assessment (placement) results for English, reading, mathematics, and ESL
- Outreach activity/event surveys
- Diversity Scorecard (II.B.3-1)
- Term enrollment and headcount figures
- Student demand for services, including counseling appointments, tutoring, EOPS appointments, student inquiries, job placement services usage, Health

Center appointments, DSPC applications and services usage, transfer queries, and financial aid appointments.

In addition, a variety of appropriate, reliable student services has been established to ensure equitable access to all students in the Norco service area. These include:

- Guidance 45 (Introduction to College) at feeder high schools
- Student Educational Plan (SEP) (II.B.1-2)
- Early Alert (II.B.3-2) to notify students who are in need of academic intervention
- Bilingual workshops and handouts
- Specialized ESL testing and orientation sessions
- Student financial services orientations and workshops offering assistance in completing the FAFSA, the Board of Governor's Fee Waiver (BOGFW), and Cal Grant forms
- Scholarships and scholarship workshops
- Categorical programs such as EOPS/CARE, DSP&S, Title V, and TRIO
- Student Equity Plan programs (II.B.1-7)
- Talented Tenth program (II.B.3-3)
- Classroom visitations to inform students of support services and transfer/ scholarship opportunities
- Information tables on campus staffed by counselors and student support staff
- Transfer days and information tables on campus staffed by representatives of local transfer institutions (II.B.3-6, II.B.3-7)
- Translations of important college documents and policies into Spanish to enhance ease of access for the large Hispanic population served by Norco Campus.

In response to student demand, Norco Campus has increased its efforts to reach out to the community and target specific

student populations more effectively. In collaboration with the offices of Assessment, Admissions & Records, Student Activities, Counseling, and Title V, Norco Outreach has formed the Outreach Planning Committee (OPC), which meets quarterly to develop and implement events and activities designed to increase access to college services and programs for high school senior populations in the Norco-Corona communities. Services provided for high schools include:

- On-site visitations through the Student Ambassador Program
- Participation in college fairs at the high schools
- High School Visitation Days for seniors
- English Language Learner Day for limited English speaking high school students (II.B.3-4).
- Disabled Student Resource Day for high school students (II.B.3-5)
- Day of the Mustang for students who completed Guidance 45: Introduction to College or the assessment test in high school
- Talented Tenth Program providing additional support to entering African American students.

These types of programs ensure that new Norco Campus students receive appropriate and equitable access to higher education and student learning support.

A full range of online services developed since the previous accreditation self-study has enhanced comprehensive access to Norco Campus for current and prospective students. Students are now able to utilize the following web services regardless of location:

- Admissions application
- Assessment testing information and monthly calendars

- Schedule of classes including dates and times of classes across the district, final exams schedule, policies affecting students, and financial aid information
- Campus maps
- Online counseling appointments
- Norco library (LAMP) online periodicals, books, and streaming video
- Staff/faculty directory
- Distance education information and courses (Open Campus).
- Online probation and readmit workshops

Currently enrolled students are also able to manage their schedules online through Web Advisor. Students may:

- add or drop classes
- pay fees
- obtain financial aid fee waivers
- request transcripts
- check grades
- vote online in student elections

In addition, as discussed in II.B.1, the Norco Admissions and Records office performs degree audits, transcript evaluations, processing of graduation applications and record reporting.

The following student support services guarantee equitable access to all students regardless of location or delivery method:

- **Career/Transfer/Job Placement Center:** This center is responsible for assisting students with career, employment, and transfer opportunities. The Career/Transfer/Job Placement Center works in conjunction with a variety of other student services offices to enhance students' academic, professional, and personal experiences. Services include access and training in the use of online career programs such as EUREKA,

Choices, ASSIST, and so forth (II.B.3-9). The Center is also responsible for administering workshops, visitations by university representatives, and job placement agencies.

- **Disabled Student Programs & Services (DSP&S):** DSP&S is dedicated to providing equal access and reasonable accommodations for disabled students to all educational and programmatic opportunities at Norco (II.B.3-10). DSP&S empowers, supports and encourages students with disabilities to attain their educational goals by providing appropriate, comprehensive, reliable, and accessible services to students with qualifying documented disabilities. The DSP&S program began at the Norco Campus in 1991; by fall 2006, the Norco DSP&S program had 252 students enrolled.
- **Educational Opportunity Programs & Services (EOPS/CARE):** As a state funded program, EOPS/CARE is designed to facilitate the success of financially and educationally disadvantaged students (II.B.3-11, 12). The program focuses on recruitment, matriculation, retention, and student success. Services include registration assistance, EOPS mandatory orientations, academic counseling, book services, tutoring and transfer information. The CARE program is an extension of EOPS for single parents/heads of household receiving CalWORKS/TANF, who have at least one child under the age of 14. Services provided include bus passes/parking permits, books, and supplies, and child care assistance. In 2005-2006 the Norco Campus EOPS/CARE program had a combined enrollment of 137 students.
- **Health and Wellness Services:** Health Services, an educational program focus-

ing on health and the prevention of disease, contributes to student wellness, providing care and assistance when illness and injury interferes with a student's academic and personal success (II.B.3-13). During the 2005-2006 academic year, health services at the Norco Campus served 1,244 students.

- **Outreach:** Outreach Services partner with local community organizations, businesses, and high schools to educate, promote, and encourage prospective students, including students with limited English. Through these partnerships, students are able to better understand the college process, and they have an opportunity to access valuable resources related to degrees, certificates, and transfer opportunities (II.B.3-14, 15, 16, 17).
- **Puente Program:** Puente, a statewide program funded jointly by the University of California and the California Community Colleges, offers underserved students opportunities for counseling, mentoring, and intensive writing within the framework of a learning community focused on Latino issues and themes. The current Puente program was implemented at Norco in September 2001 and has served approximately 200 students in their efforts to transfer to four-year colleges and universities, to graduate with a college degree, and to return to their communities as mentors and professionals. (II.B.3-18, II.B.3-19).
- **Student Financial Services:** The goal of Financial Services is to assist all financially needy students to reach their educational goals by providing financial programs for higher education (II.B.3-20a). The office provides assistance through literature, the student fi-

nancial services website, on- and off-campus outreach activities, workshops in both English and Spanish, as well as individual appointments for students and families. In 2005-2006, a total of 4187 Norco students received financial aid awards totaling over \$4.7 million.

- **The Talented Tenth Program (T3p):** T3p is based on W.E.B DuBois' vision of an educated population of African Americans prepared to contribute to the citizenry, able to be successful in the workplace, and responsible in helping their community to succeed. The purpose of the program is to promote academic success for all students, with a primary focus on African-American students at Norco Campus. The goal of the program is to help students reach their educational and career goals (II.B.3-20b).
- **Title V:** Title V is a federally funded grant under Title 5 of the Higher Education Act of 1965. At Norco, the grant monies fund establishment of learning communities, exploration of alternative instructional delivery modes, especially for basic skills classes, faculty and staff development, and improvement of relationships with target high schools and transfer institutions. These, along with other activities, help the Norco Campus to achieve its overall objective of ensuring academic success for Latino, low-income, and at-risk students (II.B.3-21).
- **TRIO Programs:** TRIO grant programs at the Norco Campus consist of Upward Bound (UB), Student Transfer & Retention (STAR), and Educational Talent Search (ETS) (II.B.3-22, 23, 24, 25). TRIO programs provide fundamental support to participants that have demonstrated strong academic potential in their preparation for higher education. In its

efforts to increase the number of first-generation and low-income students who obtain a postsecondary education, TRIO offers academic guidance and support designed to prepare and motivate students for success in higher education.

- **The STAR program** is Norco Campus-based and very different from the other two TRIO programs. STAR offers qualifying college students a strong academic support system and learning community that will help them achieve their educational goals to graduate from Norco Campus and/or to transfer to a four-year college or university. STAR is committed to increasing student academic retention and improving graduation and transfer rates of students through financial assistance, academic and educational counseling (II.B.3-25).
- **Tutorial Services:** Tutorial Services provides academic and vocational support outside of the classroom through the use of peer tutors (II.B.3-26). This program is committed to providing a learning-enhanced environment that fosters academic confidence and success, intellectual and personal development, student retention, career planning, and leadership opportunities. During the 2005-2006 academic year, Tutorial Services at Norco served approximately 840 students in a variety of subject areas (II.B.3-27).
- **Student Activities/Associated Students of Norco Campus (ASNC):** The Student Activities Office is charged with the development and implementation of co-curricular programs. In collaboration with the Associated Students of Norco Campus (ASNC), Student Activities is dedicated to providing students with leadership and personal mentorship

through participation in meetings, presentations, and co-curricular programs.

- **Student Activities** provides opportunities for student involvement in the following areas:
 - ◆ Clubs and organizations (II.B.3-28, 31)
 - ◆ Student government (II.B.3-29)
 - ◆ Cultural activities and performing arts (II.B.3-30)
 - ◆ Academic lectures
 - ◆ Entertainment and recreation
 - ◆ Community service
 - ◆ Volunteer services
 - ◆ Intercollegiate athletics

Students involved in campus life enhance their college experience and develop lasting friendships as well as professional skills.

Associated Students of Norco Campus (ASNC) provides students with the opportunity to become involved in campus and statewide committees and councils as student representatives. Students can also join one of the 20 active student clubs and organizations on campus (II.B.3-28).

SELF EVALUATION

The standard is met. Since the previous accreditation self-study, Norco Campus administrators, staff and faculty at Norco have utilized district institutional research data to successfully identify the specific needs of the Norco student populations. The campus has consistently increased its commitment to provide appropriate, comprehensive and reliable support to its students regardless of location or method of delivery.

Norco Campus Student Services is committed to increasing and expanding access to all targeted student populations through

the continuous improvement of its support services. Various plans are under consideration to accomplish this, including:

- Designing, implementing, and evaluating another student satisfaction survey;
- Working closely with the Public Relations Office to establish relationships with local community stakeholders beyond high schools;
- Evaluating the potential for additional intercollegiate sports and athletic opportunities on the Norco Campus.

PLANNING AGENDA

- Explore the development of a Norco-specific student satisfaction survey.
- Continue to offer outreach opportunities to prospective Norco students.
- Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests.

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

DESCRIPTIVE SUMMARY

Norco Campus strives to provide a positive environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students. Norco utilizes information obtained from student satisfaction surveys, matriculation data, program reviews, and the Student Equity Plan in order to evaluate the quality of that environment. Student Support Services encourages all constituencies to engage in continuing dialogue re-

garding the relationship of its services to the learning environment of Norco through the following forums:

- Norco Strategic Planning Committee (NSPC) and subcommittees
- Norco Academic Planning Council (NAPC)
- District and local curriculum committees
- Student Support Services program review process and dialogue
- Assessment plans developed with the assistance of the District Assessment Committee
- Student Equity Implementation Committee
- Associated Students Norco Campus meetings and activities.

Besides these formal means of engaging in dialogue about providing a positive learning environment, Norco Campus promotes individual intellectual and personal development through peer mentoring, counseling, and transfer and job fairs. In addition, Norco programs such as Title V, Puente, TRIO, and Talented Tenth Program (T3p) further contribute to the development of an enhanced learning environment. Norco staff involved in these programs strives to provide students with opportunities to explore their personal and career potential outside of the classroom as well as to develop skills needed to succeed in the community and the workforce.

Norco Student Activities supports and maintains events, programs, and activities designed to encourage personal and civic responsibility and co-curricular involvement, as well as academic and personal success. In brief, Norco Student Activities, in collaboration with Associated Students, provides and sustains an environment that encourages personal and civic responsibility through the following means:

- Thirteen shared governance committees with student participation
- Regular student senate meetings that promote dialogue and contribute to the strategic planning process of the campus
- Student representation at the state level
- Student activities and workshops that promote leadership and personal growth
- Student access to local community forums and participation at district Board of Trustees meetings.

These activities encourage students to implement theories about personal and social or civic responsibility learned in the classroom and to develop skills that can be transferred successfully into their professional, personal, and community endeavors.

The Associated Students of Norco Campus (ASNC) further promotes civic responsibility through the implementation of leadership workshops and retreats. ASNC offers a variety of opportunities for students to enhance their academic and personal experiences, which include:

- Cross-cultural events
- Intercollegiate athletics (soccer)
- Health and safety fairs (II.B.3-33)
- Leadership seminars (II.B.3-34a)
- Participation with faculty and staff in Norco Strategic Planning and Accreditation Committees (II.B.3-34b)

Finally, Norco Campus offers a variety of cultural and aesthetic activities, encouraging students to participate in these events as part of their aesthetic and personal development:

- Weekly cultural events during College Hour (Tuesdays and Thursdays at noon), including:

- ◆ Arts and crafts fairs
- ◆ Hispanic and Black History Month activities (II.B.3-35, II.B.3-36)
- ◆ Cinco de Mayo celebrations
- ◆ Jazz, folklorico, and other musical presentations (II.B.3-37)
- Plays and performances offered by the Theatre Arts program (II.B.3-38)
- Art and sculpture displays
- Technology demonstrations
- Guest lecturers, including convocation and commencement speakers (II.B.3-39, II.B.3-40)

SELF EVALUATION

The standard is met. Norco Campus provides a variety of activities, events, workshops, and services which create an environment of civic and social responsibility for its student population. New activities are being developed every year which enrich students' personal development and adapt to their changing needs and interests. For example, the Student Activities department is in the process of developing an academic course offering campus leaders an opportunity to participate in a leadership course designed to enhance their civic and personal development while providing them with a vehicle to market their skills. The newly formed Talented Tenth Program is also quite active in devising new cultural presentations for African-American students and the college community as a whole.

PLANNING AGENDA

- Continue to re-evaluate the campus environment and expand or modify programs and services as the campus enrollment grows and changes, in order to provide an environment that enhances students' sense of responsibility as well as their intellectual, personal, and aesthetic development.

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

DESCRIPTIVE SUMMARY

As part of Riverside Community College District, Norco maintains a full and self-contained counseling and student support program. The district-wide Student Services comprehensive program review is one means by which counseling and academic advising design, maintain, and evaluate the extent to which their programs support student development and success.

The 2005-2006 Student Services program review document delineates clear student learning outcomes (SLOs) and service area outcomes (SAOs) for counseling and other academic advising programs, including professional development and ongoing education of counselors in the use of technology to improve student success (II.B.1-1). The program review also reports the results of self-evaluation in terms of adequacy of staffing, student contact hours, and feedback from Student Satisfaction Surveys. Information specific to the Norco Campus is broken out and used in assessing the need for additional counselors, the evaluation of numbers of students served, and the degree of success in serving students.

In fall 2006, after reviewing matriculation data that indicated that students completing a full two-year Student Educational Plan (SEP) have a significantly greater probability of being academically successful than those who do not have a plan, the counseling discipline devised a strategy to increase

the number of first-year students completing SEPs. A “yellow card” system was created, which targeted first-time freshmen going through orientation.¹² When students received the card at their homes reminding them to schedule an academic appointment, there was a very positive response. As a result of the yellow card system, the number of students seen by appointment increased by 25 percent; and the number of students completing SEPs increased 95.7 percent between fall 2005 and fall 2006. From a different perspective as a measure of counselors’ success in meeting student needs, in fall 2006, 642 students, or 59.7% of students visiting an Academic Orientation Counselor, completed Student Educational Plans (SEPs) at the Norco Campus, compared with 328 (35.5%) in fall 2005.

It is anticipated that the annual campus-based program review update will facilitate planning more closely tied to campus and student needs (II.B.1-4, II.B.1-8, 9). For instance, the 2005-2006 comprehensive program review indicated that the ratio of counselors to students at Norco was 1: 3,123, providing evidence and support for the hiring of additional counseling staff for the campus in fall 2006. As a result of these hires, the ratio of counselors to students has been reduced to approximately 1: 1700. Thus, the Norco counseling department has improved its student-counselor ratio considerably as a result of the additional hires in fall 2006.

All counselors and staff in the Counseling department and Student Support Services offices are carefully recruited and selected

¹² The “yellow card” system is an appointment card that students fill out during their mandatory orientation session, which includes their mailing address. At the end of the orientation, the cards are collected and then counseling staff sends the card to students’ homes, reminding them that it is time to schedule their educational appointment.

and meet all the necessary minimum requirements for their positions. They are regularly evaluated through peer, administrative, and student evaluations (II.B.3-41, II.B.3-42). Once highly qualified personnel are hired and trained, Norco Campus provides numerous opportunities for the counseling faculty and staff to improve and upgrade their skills and knowledge. Such opportunities include:

- Department meetings/workshops
- Attendance at UC and CSU local and regional academic counseling conferences
- College-sponsored staff development training and workshops, including 4faculty.org modules for counselors (II.B.3-43)
- Technology training in software and systems necessary for tracking and supporting student needs in the various service areas.

SELF EVALUATION

The standard is met. Norco Campus maintains satisfactory academic advisement programs to support student development and success while planning for future expansion of counseling personnel to accommodate project enrollment growth. It is anticipated that the new annual program review process will facilitate planning that is more closely tied to the specific needs of Norco Campus. As a result of campus-specific planning, it is anticipated that the increase in Norco students completing SEPs will result in significant increases in term-to-term persistence in the coming years. The addition of more counseling staff will necessitate increased office space and technology to support these services.

PLANNING AGENDA

- Continue to increase the number of students completing Educational Plans (SEPs) at Norco Campus.

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

DESCRIPTIVE SUMMARY

The student body is reflective of the community it serves. Fall 2006 data on Norco student demographics indicate the following ethnic and gender composition for the campus:

- Female students - 59%
- Male students - 41%
- White students - 37%
- Hispanic - 37%
- African American - 8%
- Asian - 9%
- Other - 9%

In terms of ethnicity, Norco Campus demographics closely mirror the demographics of the community it serves. A large percentage of Hispanic students are generation 1.5 students or speak English as a Second Language. The campus also has a small number of international and disabled students, as well as significant numbers of veterans and re-entry students. With regard to gender, Norco Campus, like many other community colleges across the nation over the past decade, has a majority of female students. In addition, two-thirds of the student body is under 25 years of age.

In response to these demographic indicators, Norco offers a wide variety of programs and activities that respond to these

indicators as well as promoting and contributing to student understanding and appreciation of diversity. These include:

- Educational Opportunity Programs and Services (EOPS) (II.B.3-11, II.B.3-12)
- Disabled Student Programs and Services (DSP&S) (II.B.3-5, II.B.3-10)
- Puente Program (II.B.3-18, II.B.3-19)
- Talented Tenth Program (T3p) (II.B.3-20b)
- Student government (ASB)
- Latino Theatre Arts Project (II.B.3-38)
- Celebrations of diversity through campus activities during state or federally designated months (Hispanic Heritage; Asian Pacific Heritage; African American Heritage; Veteran’s Month; Women’s History) (II.B.3-30)
- Multicultural Advisory Council Events (II.B.3-30)
- ASB Sponsored Community Service Activities (Breast Cancer Walk; Thanksgiving Food Drive; Toy Drive) (II.B.3-30)
- Campus clubs and organizations reflecting gender, religious, sexual orientation, and ethnic diversity:
 - ◆ Middle Eastern Club
 - ◆ Anthropology Club
 - ◆ LPEC (Latinos Promoting Education and Culture)
 - ◆ Puente Club
 - ◆ French Club
 - ◆ AAL (African American Leaders)
 - ◆ Christian Club
 - ◆ Muslim Students Club (II.B.3-28).

Norco Campus clubs and organizations uphold the district and campus goals of enhancing diversity at every possible level including religion, ethnicity, sexual orientation, age, disability, and gender. The effectiveness of these diversity programs is continually monitored through examination of college demographics, student satisfac-

tion surveys, and measurement of student attendance at cultural events and learning opportunities.

SELF EVALUATION

The standard is met. Norco College maintains programs and services that support and enhance understanding and appreciation of diversity. The institution researches, identifies and evaluates the learning support needs of its student population through a wide range of program surveys as well as district and local data collection methods.

PLANNING AGENDA

None

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

DESCRIPTIVE SUMMARY

The district office of Matriculation establishes and maintains data for the evaluation of matriculation services, including placement instruments (II.B.3-44). The district office of Institutional Research assists faculty and administration with the analysis of these data and the application of research findings.

In accordance with state regulations on matriculation, Norco utilizes placement instruments from a list approved by the California Community College State Chancellor’s Office. The district has adopted Accuplacer as its primary placement instrument for appropriately measuring student competency in computational and language skills. This approved instrument

is utilized because it minimizes cultural or linguistic biases, produces valid and reliable outcomes, and successfully identifies the academic needs of students (II.B.3-45).

The Norco Campus admission process, described in standard II.B.1, is the primary vehicle by which students are referred to placement testing. The testing is then administered by the Testing Center staff on the Norco Campus. Ongoing validation of placement tests (math, English, reading and ESL) and minimization of disproportionate impact are conducted on a regular three-year cycle (II.B.3-46). The most recent revalidation studies were conducted in spring 2006 for the math discipline, and in fall 2006 for reading and ESL. English test revalidation is planned for fall 2007.

SELF EVALUATION

The standard is met.

PLANNING AGENDA

None

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

DESCRIPTIVE SUMMARY

RCCD Board Policies #7060 (Retention and Destruction of Records), #6070, and Regulation 7045, address the policy and procedures for the storage, confidentiality, and release of student records. This policy is in accordance with Sections #54614-54630 of Title 5 of California Education Code and

other applicable provisions of state and federal law (II.B.3-47).

Academic records at Norco are complete and secure. Hard copies are housed on-site in locked file cabinets in Admissions and Records and shredded after three years' time, but all records are scanned and kept indefinitely in digital form. Per Title 5 regulations, Admissions and Records has a procedure for record retention which addresses scanning and archiving of Class I records and scanning, archiving and shredding of Class III records. Grades, census, and positive attendance rosters are put on CDs with backups. System records are put on CDs and stored in a fireproof box in the A & R vault. These records are traded out every two weeks to be sure the information stored is up to date.

Norco Campus Admissions & Records office performs the following functions:

- Processing of all student transcript and enrollment verification requests.
- Managing record retention of all Class I, II, and III education records, including imaging and storage.
- Assisting district in management of archive of admissions records and backup documentation.
- Overseeing scanning, imaging, and organization of educational records.
- Maintaining auditable admissions, registration, attendance, and transcript files (II.B.1-1, II.B.3-48).

The Admissions & Records supervisor at Norco coordinates the inspection of student records as defined by the Family Educational Rights and Privacy Act (FERPA). FERPA guidelines (per Board Policy #6070 and Regulation 7045) are published in the schedule of classes and in the college catalog (II.B.3-49).

SELF EVALUATION**PLANNING AGENDA**

The standard is met.

None

List of References

- II.B.3-1 Diversity Scorecard
- II.B.3-2 Early Alert information packet
- II.B.3-3 Talented Tenth Program (T3P) brochure
- II.B.3-4 ELL Day brochure
- II.B.3-5 DSP&S Resource Day brochure for high school students
- II.B.3-6 Career/Transfer/Job Placement Center general flyers
- II.B.3-7 "University Representatives on Campus" calendar
- II.B.3-8 www.assist.org
- II.B.3-9 Eureka: www.eureka.org ; Choices: www.collegeplanning.org/iowachoice/
- II.B.3-10 DSP&S Program brochure
- II.B.3-11 EOPS application packet
- II.B.3-12 EOPS Bookmark promotional brochure
- II.B.3-13 Health and Wellness brochure
- II.B.3-14 "Getting Started" brochure
- II.B.3-15 High School Senior Visitation Day agenda
- II.B.3-16 English Language Learner Senior Day agenda
- II.B.3-17 Disabled Resource Senior Day agenda
- II.B.3-18 Puente flyer
- II.B.3-19 Puente application
- II.B.3-20a RCCD Student Financial Services newsletters
- II.B.3-20b T3p brochure/pamphlet
- II.B.3-21 Title V Clear Directions brochure
- II.B.3-22 TRIO program brochures or general information stats, etc.
- II.B.3-23 Upward Bound grant and objectives including any brochures
- II.B.3-24 Educational Talent Search grant/objectives
- II.B.3-25 STAR Program grant/objectives
- II.B.3-26 Tutorial Services flyer
- II.B.3-27 Tutorial Services usage data, 2006-07
- II.B.3-28 List of Norco Campus student clubs
- II.B.3-29 ASRCC Constitution
- II.B.3-30 Annual calendar of scheduled cultural activities
- II.B.3-31 ASRCC budget
- II.B.3-32 ASNC Senate agendas/minutes
- II.B.3-33 Health and safety fairs brochures
- II.B.3-34a Leadership seminars brochures
- II.B.3-34b Sample minutes of NSPC; list of accreditation committee participants
- II.B.3-35 Hispanic Heritage month flyer
- II.B.3-36 Black History month flyer, Spring 2007
- II.B.3-37 Sample folklórico flyer; musical production flyer/announcement
- II.B.3-38 Norco Theatre Arts season brochure

II.B.3-39	Convocation brochure (spring 2006)
II.B.3-40	Convocation speech transcript (spring 2006)
II.B.3-41	Counseling Department student evaluation survey form
II.B.3-42	Support Services staff evaluation survey form
II.B.3-43	http://www.4faculty.org
II.B.3-44	District Matriculation Plan
II.B.3-45	Accuplacer data; http://www.accuplacer.org
II.B.3-46	Revalidation results for math, ESL, reading (Matriculation Office)
II.B.3-47	Board Policy #7060, 6070, Regulation 7045
II.B.3-48	Student services functions map
II.B.3-49	FERPA regulation, http://www.rcc.edu/ferpa

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Norco Campus Student Support Services departments and programs rely on a variety of methods and resources to assist in the systematic and regular review of program effectiveness. In particular, student services evaluates its ability to meet identified student needs through the use of an annual internal program review process, monthly student services division meetings with the Dean, and data collected and analyzed by the Offices of Institutional Research and Reporting. This information includes reports on enrollment trends; student characteristics; persistence and retention rates; student satisfaction surveys of programs and services; assessment studies; placement instrument validations; staff performance indicators; and degree, certificate and university transfer rates.

Through the internal district Student Services program review, each department annually evaluates its mission, quality of services, need/demand for services, and objectives (II.B.4-1). Norco student service

areas have participated in this annual program review process for several years now. In addition, Student Services began incorporating student learning outcomes (SLOs) and service area outcomes (SAOs) into its review in fall 2005 (II.B.4-1). During that time, department leaders participated in:

- Development of SLOs and student service area outcomes (SAOs) for their areas (15 departments)
- Implementation of interventions to address the SLOs
- Implementation of assessment processes to evaluate the effectiveness of the SLO interventions
- Utilization of assessment results to make informed decisions about improvement of student support programs and services.

Each department is responsible for maintaining and updating its own SLOs and SAOs and utilizing them to identify strengths and weaknesses in their respective service areas. Each department has developed between 3-10 objectives, one or more SLOs and one or more SAOs, as well

as assessment measures for these service area and student learning outcomes (II.B.4-1).

In addition to program review, the Dean of Student Services facilitates monthly meetings during which each department provides updates and feedback on their respective service areas. At these meetings student services staff generate ideas and provide input about how to enhance services, implement department events and activities, and support initiatives. Student surveys are administered by various departments either on a semester basis or annually (II.B.1-4). The feedback obtained is analyzed and evaluated by the Norco Campus Dean of Student Services, who reports findings and suggestions to student support services personnel during departmental meetings.

In addition, staff and supervisors are subject to regular performance evaluations conducted by the Dean of Student Services and appropriate authorities at the district level.

Finally, counselors, educational advisors, classified hourly employees and faculty members participate in workshops and conferences in order to participate in professional development and contribute to the achievement of stated student learning outcomes (see standard II.B.3.c).

SELF EVALUATION

The standard is substantially met. The comprehensive district Student Services program review completed in 2004-2005 has resulted in the formulation of SLOs and SAOs and assessment measures for all programs under the umbrella of Student Support Services. Thus, an effective structure has been put into place for the evaluation of the adequacy of student services in meeting student needs, and significant progress has been made in meeting the standard. Evidence is being collected in spring 2007 (1) to

establish each program's contribution to the achievement of student learning outcomes; and (2) to use the results to improve Norco's support services to students. Programs within the Student Services area will begin to assess the effectiveness of their stated SLOs and SAOs by the fall of 2007.

In the 2004-2005 program review, three areas needing improvement were identified: (1) the need for more data regarding improvement in successful completion rates, adherence to student education plans, and goal completion; (2) based on evidence indicating that students are not entirely satisfied with counseling services, the need for data to confirm this and identify specific areas that need improvement; (3) the need for more data specific to Norco Campus to determine if there are any particular areas of need for the Norco student community (II.B.4-1).

Each of the 15 departments/programs included in Student Services needs to implement the stated assessment measures (see the Norco Campus Student Services portion of the comprehensive program review, Ref. II.B. 1-1) for its SLOs and SAOs and make appropriate program changes (if needed) after such assessment is done, based on the data derived.

PLANNING AGENDA

- Monitor data collection and review for the Norco Campus.
- Measure Student Services programs SAOs and SLOs during the 2007-2008 academic year using assessment measures stated in the Norco portion of the Student Services program review.
- Implement program changes as needed and appropriate, based on data derived from the SLOs and SAOs assessment measures.



STANDARD II.C
Library & Learning Support Services

Standard II.C: Library & Learning Support Services

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

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.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Wilfred J. Airey Library, located on the Norco Campus of the Riverside Community College District (RCCD), is one of three campus libraries sharing resources with the other RCCD libraries.¹³ Until recently the district had a fully centralized library system; the Digital Library/Learning Resource Center on the Riverside City College cam

pus acted as host to the Airey Library on the Norco Campus. Beginning February 1, 2007, administrative oversight of the Airey Library was assigned to the Norco Campus, and a newly hired Assistant Dean of Library Services assumed immediate oversight responsibility.

The Airey Library is housed on the second floor of the library building and covers 8,914 assignable square feet, with seating for 172 patrons. The library currently offers 4 study rooms that double as tutorial rooms, meeting rooms, and testing rooms for Disabled Students Programs & Services (DSP&S). There is also a small video conferencing room. Library skills workshops are scheduled in classrooms equipped with computers, or are held on library computer stations during peak library usage periods. In addition, there is a circulation office, a technical processing room, the Assistant Dean's office, and a faculty office. Three additional rooms are occupied by the Instructional Media Center (IMC). Adaptive equipment and software are available to

¹³ The Wilfred J. Airey Library opened on March 13, 1991, and was dedicated in honor of former RCC Board Trustee Wilfred J. Airey on September 16, 1992. In early 1996, the library moved to a new 9,687 square foot facility which original had seating for 186 and included eight study rooms; the Instructional Media Center (IMC) now operates from three of these rooms.

assist disabled students in the learning process. Ramps and elevators provide access to the library and learning centers as well as to all buildings, classrooms and offices on campus (II.C.1-1).

The Assistant Dean of Library Services, one full-time librarian, three part-time librarians, two full-time clerks, one part-time clerk, and a minimum of five student workers currently make up the Norco library staff. The majority of library operations function under the administration of the Vice President of Educational Services, Norco; however, all cataloguing, acquisitions, and resource processing (e.g., accounting, requisitioning materials, invoicing, and labeling) are handled at the library on the Riverside City Campus (II.C.1-2).

As of spring 2007, the Wilfred J. Airey Library held 26,676 volumes of books, 6,230 e-books which are shared between all three RCCD campuses, 106 hard copy periodical subscriptions, 9 newspaper subscriptions, 90 sets of videotapes for telecourses, and 169 DVDs and videos. There are 53 computer workstations with Internet access. The Library has one adaptive technology workstation used exclusively by patrons with visual, auditory, or mobility difficulties. Forty-seven terminals are enabled for Microsoft Office (Word, Excel, Access, PowerPoint, InfoPath), and streaming Media, CD / DVD, audio ports, USB ports, floppy drive, and hard drive access. Five terminals are designated for online catalog (LAMP) use only. There are 3 VHS players and monitors and one DVD player and monitor. Also located in the library are two photocopiers (one self-service copier), two CCTVs for enlarging print materials, and a drafting table for interaction between other learning support services and instructional faculty and staff to meet the needs of students.

Instructional Media Center. IMC provides the following production services:

- Video
- Audio
- Graphics
- Digital imaging
- Scanning
- Digital photography
- PowerPoint presentations

The expansion of enrollments and faculty at the Norco Campus has led to a greater than five-fold increase in the number of work orders received by Norco IMC. In 2003 IMC received 520 work orders; work orders increased 417 percent, to 2,692 in 2006. (II.C.1-4)

In addition to these physical resources, Norco students are provided access to two District library websites, LAMP: <http://library.rcc.edu> and IMC: <http://imc.rcc.edu>. LAMP is an online resource for all students in the district that includes:

- the online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and media;
- 6,230 e-books, 290 streaming media titles and electronic course reserve materials (available district-wide online);
- electronic resources via 53 district-wide subscription databases, which contain citations, abstracts and full texts of articles from magazines, journals, newspapers, and reference resources;
- tutorials and guides to finding and using information; and
- general information about library resources and services (II.C.1-2, II.C.1-3).

The IMC website provides 24/7 access to information regarding (1) KRCC, Riverside City College's television station; (2) audio-visual equipment available at RCC campus; (3) production, satellite downlinking and videoconferencing information; and (4) procedures and forms for requesting IMC equipment and services (II.C.1-4).

The Wilfred J. Airey Library's collection supports all the programs offered at Norco Campus (II.C.1-5). Collection development is based upon fund availability and as mentioned above, all cataloguing, acquisitions, and resource processing are under the control of the Digital Library/Learning Resource Center on the Riverside City College campus.

The Norco Campus Academic Master Plan that is currently under development will be used to plan and describe the vision, goals, and needs of library services, including staffing, technology and acquisition of resources. Planning for the Norco library is part of the Norco Campus Strategic Planning process. Materials for the Norco Library are selected with Norco discipline faculty input in accordance with collection development policy guidelines and are processed by the Riverside City College Campus Library (II.C.1-7).

The Association of College and Research Libraries (ACRL) provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment. The library's current content-based outcomes are provided in the form of traditional library output data, which is used internally for tracking trends in the use of library services and the growth of collections, and submitted annually to various library agencies and organizations.

To ensure that materials and services available through the library meet the needs of the students and their respective assignments, library faculty and staff are in regular contact with faculty members to supply library materials of appropriate currency, depth, and variety on a regular basis (II.C.1-8). The following interactions between library faculty and discipline faculty assist in this process:

- Library faculty members attend Norco department meetings to receive discipline faculty input and recommendations.
- Library faculty members have membership on the Norco Academic Senate and attend the monthly meetings.
- Discipline faculty members place materials on reserve at the library for student use.
- A local curriculum committee has recently been instituted, and a library faculty member has been asked to serve on this committee.¹⁴ (II.C.1-9)

In addition, Norco library faculty consult professional and popular review sources; add new materials to the collection and deselect others; utilize collection analysis reports provided the host library at Riverside to determine patterns of use of the collection; contribute to the collection inventory for the library and for the audio/visual division (IMC); and collect circulation and visitor statistics (II.C.1-2). Other assessment tools used to determine that materials are adequate to meet student needs include an annual library user satisfaction survey (CCSEQ, see standard II.C.1.b.) and course assessment of the Library 1 class SLOs.

¹⁴ However, since curriculum is district-wide, new course outlines are still submitted for signature approval to the district curriculum liaison, who ensures that the library system holds sufficient materials in the relevant subject area.

SELF-EVALUATION

The standard is met. Norco library faculty and discipline faculty acquire materials which support student learning and meet the mission of the Norco Campus. Library faculty continually assess the effectiveness of the current collection by evaluating whether the current materials are of sufficient relevancy and currency to meet the students' research needs. For example, in 2005-06, 593 new titles were added to the Airey Library. In general, books are selected by the Norco Library based on their assessment of the curriculum needs of the campus.

Based on a fall 2006 analysis of the collection and the degree of faculty participation in its accrual, the campus has begun implementing a strategic initiative geared toward improving the currency of book holdings and strengthening the degree of faculty participation in library book acquisition. Specific targets for collection currency and faculty involvement have been established and the Assistant Dean of Library Services has been charged with its implementation.

In fall 2006, the Vice President of Educational Services allocated the entire library budget (\$40,000) to the purchase of books and related materials by faculty, and has negotiated for an additional \$20,000 in funds for the same purpose (II.C.1-10). As a result, in January 2007 requisitions were submitted for over 600 new books, all of which were selected by Norco faculty members. A second round of purchases is planned for March 2007, and this process will be repeated annually. By taking a more systematic approach to library acquisitions, Norco Campus will enhance the currency of the Airey Library collection and strengthen the critical role of faculty members in select-

ing library materials.

The present Norco Campus Library is small and needs more physical space, books, learning resources, equipment and personnel to meet educational program and student learning needs at RCC Norco.

A recent development affecting future library services is that in fall 2006, the John F. Kennedy Middle College High School opened on the Norco Campus. The opening enrollment was 600 students, but the high school was built to accommodate 1000 students. The high school does not have a separate library, and the arrangement between the Corona-Norco Unified School District and RCCD calls for the Wilfrey J. Airey Library to serve the high school as well as the college. The ongoing impact of serving these additional students is currently unknown and needs to be further explored.

The three campus libraries have been decentralized so that each library functions independently. For budgetary reasons, administration of the online library catalog, materials cataloging/processing, and licensing for online databases are maintained by the Riverside Campus. These functions will be transferred to the campuses as funds become available. The three campus libraries continue to share resources through inter-campus loan service, so that learners have access to the entire circulating collection, regardless of where an item is housed.

Online databases are selected to support the curriculum of the district based upon input from library and discipline faculty across the district.

Technological innovation requires a strong leadership and financial commitment from the district and Norco Campus, not just for the infrastructure but for software licensing,

copyright compliance, maintenance and training of personnel. In order for the Norco Library to function independently from the host library at Riverside City College, Assistant Dean, Library Services positions were created in fall 2006 as a first step; the Assistant Dean of Library Services at Norco began work in the spring of 2007.

In terms of equipment needs, additional servers must be acquired to expand the library's bandwidth capabilities and to allow greater access to online services by students, staff, and faculty. The present space housing the server at Norco requires attention as it is not equipped with adequate temperature controls. However, the planned Norco Operations Center (NOC), part of the construction plan approved by Proposition 1D, will soon alleviate problems of bandwidth, access, and appropriate facilities to house the servers locally (II.C.1-10).

While the discipline of library science spans all three campuses in the district, it is anticipated that the Norco library will assume more responsibilities when Norco achieves individual college status. In order to enhance the Norco mission, the ultimate purpose of Airey Library is to support the curriculum by providing learners with a wider range of undergraduate resource materials, computer facilities, and through the IMC, support for faculty multimedia/ instructional technology needs.

PLANNING AGENDA

- Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009:
 - ◆ At least 20 percent of the collection will consist of materials published after 2000;
 - ◆ More than half of all volumes will

have been selected by Norco faculty.

- Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Academic Master Plan.
- Explore resource and equipment needs for Norco Library relative to JFK High School student needs.
- Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

Library orientation and instruction are ongoing during all semesters and sessions. Reference service is available during all open hours and is conducted at the reference desk or provided as one-to-one service with students at a library workstation. Librarians conduct scheduled workshops/orientation lectures via individual student sign-ups during the day, evening, and weekend hours in order to accommodate different student schedules (II.C.1-12). Library 1 (Information Competency) courses are available for Norco students in an online format.

Through these instructional means, students are taught the basics of information competency, including how to conduct searches in the online library catalog, and the use of electronic resources. The general learning outcomes listed below are the goal of library orientation, reference services, workshops, and courses. Achievement of these outcomes enables students to develop

skills in information competency.

- Determining and articulating information needs;
- Finding information using a variety of resources;
- Describing and applying scholarly criteria for the critical evaluation of information;
- Using information effectively to accomplish a specific academic purpose;
- Identifying and summarizing ethical and social issues related to information and its use (II.C.1-2).

To assess the effectiveness of workshops and library tours as well as information competency instruction in the online Library 1 course, the library uses several means (II.C.1-2):

- a student survey (a “start of course” and “end of course” information competency assessment test) (II.C.1-13)
- “one-minute paper” assessments
- a general assessment of student satisfaction with library services (CCSEQ) - (II.C.1-14)
- course-embedded assignments designed to assess specific competencies
- self-reflection journals
- library faculty observation and commentary on student participation and work.

Assessment instruments indicate that students are responding well to the library workshops, tours, and online courses offered. Survey responses show that 87 percent of Norco students feel that they “learn something, or benefit from, using the library.” Therefore, it is presumed that library resources and services are contributing to the achievement of student learning outcomes.

LEARNING SUPPORT SERVICES

Tutorial Services, the Math lab, the CIS (computer) lab, and the Writing and Reading Center (WRC) offer a variety of services to enhance student skills in information competency, which in turn meet general education SLOs at the district level as well as the fulfilling the Norco mission to “equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education” (II.C.1-14).

Tutorial Services is a stand-alone learning support program structured on a peer tutoring model. The tutorial staff works toward creating innovative means to help support and unite students with both faculty and student services. Three hours of tutoring per subject, per week are available to all students enrolled in a Norco or district course, with additional time provided for those who are in special programs such as EOPS and TRIO (II.C.1-15). Tutorial appointments are made through the Tutorial Services office; students and tutors utilize study rooms within the Airey Library. Currently, more than 25 tutors staff the Tutorial Services center.

Tutorial Services, in collaboration with a Title V grant, has set up a pilot program of tutor training beginning with a once-a-month session with a faculty member from the math discipline on one of the following topics: learning styles, technology use, or how to tutor difficult students. The monthly meetings will soon include other disciplines as well. Additionally, under an innovative program funded by Title V, Tutorial Services has provided tutors in the math lab (II.C.1-16, 17, 18). Instructors are also given the opportunity to request tutor participation in the classroom.

Math Lab. The Norco Campus mathematics lab has been in operation since 2004. It is staffed by a coordinator and several trained student tutors who are available to help students understand course material from their mathematics classes (II.C.1-19). The lab serves students enrolled in any mathematics class, providing the following instructional support services:

- individual and group study areas
- tutoring by instructors or instructional assistants/ student tutors
- supplementary support material such as videos and tutorial software
- workshops on selected topics in math
- Regular problem-solving sessions with instructors or trained tutors
- test and quiz proctoring (II.C.1-19)

The math lab is equipped with graphing calculators, computers and computer software, white boards, protractors, compasses, and drawing triangles. Textbooks, solutions manuals, instructional and class videos can also be checked out and used in the math lab.

CIS Computer Lab. The Norco CIS Computer Lab is a resource for any student enrolled in a lab practicum or computer information science class. The lab is equipped with more than 60 desktop computers providing internet access, word processing, spreadsheet, database, and web design capability, as well as specialty programs designed to support specific courses such as geography, video gaming, and math and computer programming. The lab provides training and on-going support in the use of many computer applications and is designed to work hand-in-hand with college computer classes. Lab instructors are on duty at all times and student lab aides are available for assistance during peak

times.¹⁵ Also, trained tutors are scheduled to meet with students in the lab to provide individualized assistance with specific assignments or questions. Limited drop-in assistance is provided for students not enrolled in computer labs or practicums (II.C.1-20).

Writing and Reading Center (WRC). The Writing and Reading Center at Norco is located in the Library building and offers required supplemental instruction for students enrolled in English matriculation courses, ESL 54 and 55, and Reading 83. Tutoring and instructor assistance for writing and grammar are available to all Norco students; however, access to computers and their software is limited to students enrolled in the above classes or in writing practicum classes, English 96 and 97 (II.C.1-21, 22).

The WRC is staffed by part-time and full-time faculty from the English, ESL, and reading disciplines, by trained student tutors in English, and by a computer aide. Services offered by the WRC include:

- Tutoring and faculty assistance for English and ESL composition students, both walk-in and by appointment;
- Print resources which include textbooks, handbooks, dictionaries, graded reading materials, ESL resource materials, and over 100 handouts focusing on specific writing problems, punctuation, and grammar;
- Access to 32 desktop computers and two printers, as well as a computer and

¹⁵ New CIS curriculum changes, which went into effect in summer 2006, embedded 18 lab hours into most CIS classes. In anticipation of the resulting increased utilization of the CIS lab, additional lab aides were hired and trained for spring and summer 2006. (Ref. 21)

scanner suitable for disabled student use, tables for group work or individual study, and a service desk;

- Access to word processing, grammar websites, ESL grammar software, reading instruction, Internet, and Library (LAMP) resources. (II.C.1-21, II.C.1-22).

Hours of operation and a description of services for the Wilfred Airey Library and for each learning services center are posted on the doors of each center and on the college website.

SELF-EVALUATION

The standard is met. Information competency skills training is provided formally in scheduled workshops and online courses, and informally through library tours and other one-on-one assistance. Workshops and/or online courses cover a variety of topics including the use of electronic resources (scholarly journals, newspaper and magazine articles), remote access of electronic resources, and general research skills (exploring databases, use of citations, Noodle Tools, and advanced internet searches).

A variety of learning support services labs and tutorial services provide both individual and group assistance with classroom assignments though planned and drop-in tutoring. The number of workshops/ orientation lectures for the Norco Library has steadily grown, from 68 in 2002-2003 to 104 in 2004-2005, a 53 percent increase over two years.

Know Your Library training sessions are available to district faculty on the Riverside City College campus. However, there is currently no formalized campus-specific library orientation offered to staff and faculty as part of faculty and staff development activities. Faculty members could benefit significantly from on-site Norco Campus

training, to learn how their students do research in the digital age, by attending workshops orienting them to changes in library sciences over the past 10 years. All faculty need regular updating in the efficient use of online library databases and journals, general reference resources, content indexes, and how to conduct intercampus searches.

PLANNING AGENDA

- As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty.
- Norco Library faculty will explore the possibility of offering Library 1 (information competency) courses in a face-to-face format at JFK High School in the late afternoon.
- Develop a library orientation/update series of workshops for new and continuing faculty.
- Conduct assessment of tutorial services by 2007-2008, comparing the success rates of students using the service with success rates of non-users.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services providing adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

RCC Norco Library and staff are dedicated to providing services, materials, training, and educational programs to all students and faculty regardless of location, special need, or type of program. This includes

John F. Kennedy High School, basic skills, and DSP&S students.

For DSP&S students, special services provided by the IMC and Disabled Student Services include access to closed captioned videos that meet Section 508 of the Rehabilitation Act, special computer stations and equipment for the disabled (II.C.1-23, 24, 25). The WRC (Writing and Reading Center) provides lower level reading materials for English as a Second Language (ESL) and developmental reading students, and the library offers customized instruction for ESL and basic skills students.

As stated in standard II.C.1.a., the district has a centralized library system. While all acquisitions, cataloging, and resource processing functions are handled at the Riverside Community College District Digital Library, students, faculty, and staff have access to the entire circulating collection of the three campus libraries, regardless of where an item is housed, through inter-campus library loan. Faculty members also are extended interlibrary loan privileges. Materials borrowed from Riverside City College campus are delivered to Norco via inter-campus mail system. Norco students may use the Digital Library and the services provided at Riverside City campus. Additionally, the library home page (LAMP) for the district can be accessed from the Norco Campus home page. The single online catalog (LAMP) allows students, faculty, staff, and community to research the entire district library collection. On the other hand, reference and reserve materials serve unique purposes at each of the campus libraries and, therefore, do not circulate.

From the library's 53 workstations or from any computer on campus having Internet access, students, faculty, staff, and community borrowers have access to the library's website, LAMP: <http://library.rcc.edu>

(II.C.1-3). From the LAMP website, the library's online catalog can be searched as well as 54 subscription databases. Remote access to these databases is available 24/7 to students, faculty, and staff with ID number and password. A systems printer allows printing from any of the 53 library workstations using a print card that is purchased from one of the card machines located in the library or the computer lab.

The circulation department carries out all aspects of the circulation of library materials, the shelving of the collection, and the ongoing maintenance of the circulation database records. The circulation department ensures prompt and courteous service to all students, staff, faculty, and community borrowers.

Hours of Operation.

During the fall and spring semesters the library is open at the following times:

Monday - Thursday 8:00 a.m. - 8:00 p.m.
Friday 8:00 a.m. - noon
Saturday and Sunday 8:00 a.m. - 4:00 p.m.
Hours for the winter intersession are:
Monday - Thursday 8:00 a.m. - 4:00 p.m.
Saturday and Sunday noon - 4:00 p.m.
Closed Fridays.

Hours for summer session are:
Monday - Thursday 8:00 am - 2:00 p.m.,
and 5:00 p.m. - 8:00 p.m.
Saturday and Sunday noon - 4:00 p.m.
Closed Fridays.

During regular library hours, students may visit the library or telephone library faculty members for research assistance (II.C.1-26).

ACRL provides recommendations for the assessment of library service outcomes which are either content or context based. Content-based outcomes are related to library materials, facilities and equipment

(also discussed in standard II.C.1.a above). Context-based outcomes are linked to the student patron's experience with the library in terms of interactions with staff, the comfort of the facilities, and the convenience of use. Assessment of these context-based outcomes occurs in the form of questions and statements appearing on suggestion box forms, library surveys, questions embedded in course assignments for Library 1, and one-minute papers. The data that is collected from content- and context-based tools is used for the improvement of services that enhance student learning at Norco.

The chart below records usage information

Norco Library Use Statistics: 2002 - 2006

PARAMETER	2002-2003	2003-2004	2004-2005	2005-2006
Door Count	87,769	90,884	111,416	114,861
Circulation of Materials	45,543	53,036	61,360	72,895
Directional Questions	2,071	2,199	2,256	2,546
Reference Questions	5,078	4,372	4,100	3,337
Machine Assistance	677	1,419	1,656	2,280
Orientation Lectures/ Workshops	68	78	104	114

for the Norco library over the three-year period from 2002 to 2005. Door count, circulation of materials, directional questions, help with computers and other machines, and orientation workshops have all increased proportionately to the increase in FTE enrollment on the Norco Campus from 2002-2005, indicating that overall, access to the Norco Library and learning support services is adequate to meet campus growth and student learning needs (II.C.1-2). However, as indicated in the chart below, reference inquiries have declined since 2003 at Norco Campus. The reason for this decline is unknown.

Instructional Media Center (IMC). During campus open hours, there is daily classroom support for basic set-up and maintenance of media equipment for instructor presentations, video conferencing, satellite downlinks, and media equipment maintenance and inventory control. IMC services include delivery of audio-visual equipment to classrooms on and off the Norco Campus, video and audio productions, repair and service of all technological equipment

on the Norco Campus (supported by Riverside IMC personnel), the installation of new audio visual equipment, upgrades, special audio set ups on and off the campus, testing, inventory, training, recommendation of new audio visual equipment, PowerPoint production and training, and technical support to staff, faculty and students on the Norco Campus. Use of the IMC is evaluated with the Student Satisfaction Survey (CCSEQ) (II.C.1-14).

Norco IMC hours of operation are as follows:

Monday – Thursday 7:00 a.m. to 10:00 p.m.

Friday 7:00 a.m. to 4:00 p.m.

Saturday 7:30 a.m. to 4:00 p.m.

Sunday 7:30 a.m. to 12:30 p.m.

CIS (Computer) Lab

In the fall and spring semesters, the CIS Lab is open Monday through Friday from 8:00 a.m. to 8:30 p.m. and on weekends from 9:00 a.m. to 4:00 p.m. During the winter and summer sessions the hours are reduced somewhat and vary slightly from semester to semester.

Math Lab

The math lab hours vary from semester to semester. Generally, the lab is open from 8:00 a.m. to 6:00 p.m. Monday through Thursday, with shorter hours on Fridays and weekends. The schedule is posted on the Norco Mathematics webpage.

Writing and Reading Center (WRC)

The WRC is open from 8:00 a.m. to 7:00 p.m. Monday through Thursday, Friday from 1:00 p.m. to 3:00 p.m. and Saturday from 1:30 p.m. to 6:00 p.m., with shorter hours during winter and summer intercessions.

SELF-EVALUATION

The standard is met. The library and learning support services at Norco provide adequate access to students, staff, and faculty on campus.

IMC has temporarily expanded its operational space and resources to meet increasing work orders and equipment maintenance and repair requests. Further expansion is necessary and projected demand for service. Norco faculty members have expressed the need for increased promptness and efficiency of IMC services

in order to meet growing instructional demands. As a result, Norco has identified hiring another full-time staff member for the IMC as a top priority. Additionally, there will be an opportunity to consider relocating the IMC to a larger and more contiguous area within the library building.

PLANNING AGENDA

- Create and implement an effective faculty/staff needs survey of the Norco IMC.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

The Norco Campus Library provides adequate security for its facilities and materials. 3M Security gates at the entrance to the Ailey Library monitor materials taken from the library; Gaylord magnetic strips protect print and non-print media and non-magnetic pieces of equipment. Fire safety measures are in effect for the library, and fire extinguishers are available in staff and public areas. Emergency exits are accessible to all patrons and staff and clearly marked; evacuation plans are prominently displayed. No security cameras have been required to date.

The printers and copy machines in the library are on maintenance contracts enabling parts, hardware and software to be replaced without additional charge. Norco IS technicians maintain student and staff computers (hardware and software) and update all the software and security packages. The IMC is responsible for maintaining, installing, and upgrading audio-visual equipment (see Descriptive Summary). Multimedia equip-

ment in the library, including televisions, DVD players, and VCRs, is secured to tabletops to prevent theft.

The Library, Tutorial Services Center, DSP&S, and computerized labs all have maintenance agreements for electronic equipment at these facilities (II.C.1-28). Campus security personnel are contacted immediately if there is any vandalism or attempted misuse of library or learning support facilities equipment and/or furnishings (II.C.1-29, II.C.1-30).

The Writing and Reading Center has an alarmed entrance with a card passkey system which students must obtain after registration in appropriate English and ESL classes. Students log into a central terminal to verify registration in a valid lab class. Students show ID to take tests and to check out books and reference materials. The lab is locked by instructors upon closing, and staff members monitor students entering and leaving the lab. The computer and math labs share lab space and have similar alarm setups and card passkey procedures. Students show their ID to take tests and to check out books, calculators, headphones, and transcription machines. No video cameras are used to document activity in the lab spaces.

The Instructional Media Center (IMC) has a routine equipment maintenance schedule which is currently district-based. Each semester, the IMC:

- provides preventive maintenance on all related classroom media equipment
- evaluates and repairs any equipment needing maintenance.
- assists faculty and staff with the acquisition of new media equipment and technology for the classroom.

- recommends equipment based on need and establishes equipment specifications and budget.
- generates requisitions for the purchase of media equipment
- coordinates equipment installation including any necessary wiring, (excluding electrical) and assists with installation when required
- once equipment has been installed, the IMC trains faculty and staff on proper use of the equipment (II.C.1-4, II.C.1-31).

IMC media equipment is subject to rigorous security procedures. All equipment is inventoried and bar coded. The list is updated as new equipment is purchased, and regularly sent to district Inventory Control, with a copy kept in the Norco IMC office. Permanent classroom equipment is protected by security cables and locks or alarms. Mobile equipment is picked up by evening staff and locked in a storage room with limited key access.

SELF-EVALUATION

The standard is substantially met. Norco Campus provides effective maintenance and security for its library and other learning support services. Maintenance agreements are a regular part of all electronic equipment purchases. Campus security responds quickly when called in an emergency.

PLANNING AGENDA

None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents

that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

All contracted services utilized by the Norco library, and evaluation of these services, are under the control of the Digital Learning Library (the host library) at Riverside City College. The district Digital Library at Riverside has formal agreements with other academic institutions for inter-library loan services offered to RCCD faculty.

SELF-EVALUATION

The standard is met. Norco Campus Library, through the district Digital Library at Riverside, maintains fully automated circulation and cataloging systems. The library catalog is online, providing access to books and audiovisual materials. Online subscription databases provide access to articles, statistical information, and reference sources such as dictionaries, encyclopedias, and citation guides. Inter-library loan is available. All services are available to faculty and students on and off campus by accessing the library's LAMP website.

PLANNING AGENDA

- The Digital Learning Library at Riverside City College campus will maintain appropriate contracts.
- Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services.

List of References

II.C.1-1	DSP&S Usage Reports
II.C.1-2	Library and Learning Resources Program Review, Fall 2006
II.C.1-3	LAMP website - http://library.rcc.edu
II.C.1-4	IMC website - http://imc.rcc.edu ; Norco IMC Operation Chart and Structural Information
II.C.1-5	Norco Collection Documents http://library.rcc.edu/norco.htm ,including statistical data reports
II.C.1-6	Riverside City College Academic Master Plan
II.C.1-7	RCCD Library Acquisitions Policy
II.C.1-8	Sample e-mail messages from faculty to library staff at Norco
II.C.1-9	Norco Academic Senate Curriculum Committee By-Laws
II.C.1-10	E-mails from Gaither Loewenstein re: library budget, books purchased, etc.
II.C.1-11	Proposal for Construction of Network Operations Center, Norco (<i>RCCD Fact Book</i>)
II.C.1-12	Sample Norco Library Workshop attendance sheets
II.C.1-13	Norco Library Student Survey
II.C.1-14	CCSEQ Student Satisfaction Survey
II.C.1-15	Sample Tutorial Services student usage report
II.C.1-16	Title V grant
II.C.1-17	Title V annual report

II.C.1-18	Sample Title V monthly report
II.C.1-19	Sample Math lab usage report (positive attendance)
II.C.1-20	Sample CIS lab usage report (positive attendance)
II.C.1-21	AccuTrack usage reports
II.C.1-22	Reading and Writing Center survey
II.C.1-23	IMC special equipment list: video recordings for the hearing impaired
II.C.1-24	Section 508, Rehabilitation Act
II.C.1-25	List: Assistive computer technologies available in DSP&S Center
II.C.1-26	Norco Library usage chart, standard II.C.1.c
II.C.1-27	Library Online Staff/Faculty Survey
II.C.1-28	Sample maintenance agreements; computers and software, Norco Campus
II.C.1-29	Security plans: library and labs
II.C.1-30	Sample material loss/theft reports: Norco Campus police
II.C.1-31	RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Norco Campus undertakes active, ongoing evaluation of library and other learning support services in order to improve its services to students and substantiate the achievement of student learning outcomes. In terms of the ACRL recommended context-based outcomes, a number of evaluative tools are used by Norco library and learning support to assure that the institution is meeting its mission to improve student learning. These include:

- CCSEQ Student Satisfaction Survey (II.C.2-1)
- Library student surveys, suggestion box forms, and “one-minute paper” assessments (II.C.2-2)
- ACCUTRAK (provides Writing and Reading Center utilization data)

- Utilization data provided by the Office of Institutional Research for the math and computer labs, DSP&S, and the library, under review by the Norco Campus Outcomes Assessment specialist (II.C.2-3)
- Library Program Review data (II.C.2-4).

Analysis of the data collected from these tools is used for the improvement of services. For example, in spring 2006 an automated library survey was conducted on the library’s LAMP website. Responses showed that 87 percent of Norco students feel that they “learn something or benefit from using the library” (II.C.2-5). This response indicates that library resources and services are contributing to the achievement of student learning outcomes not just for the library but across all disciplines (II.C.2-4).

Significant additional data for Norco Campus library skills instruction resulted from

the administration of the “one-minute paper” assessment, which was instituted in fall 2005 and obtained from students attending the library orientation workshops. Responses indicated that students were pleased that the library offered online databases, but that they also needed:

- Workshops increased to 90 minutes in length
- Advanced workshops
- Options for workshops on a single theme; for example, 50 minutes on literary criticism
- Options for a single database/online tool; for example, 50 minutes on Noodle Tools.

Through the Riverside City campus-based Library 1 (Information Competency) online course, it is expected that students will achieve the following general outcomes:

- Determining and articulating their information needs
- Locating, evaluating, and using information effectively
- Identifying and summarizing ethical and social issues related to information and its use (II.C.2-4).

In spring 2006 the librarians reviewed the course outline of record for Library 1 and revised the student learning outcomes to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). Assessment of these learning outcomes in the course is conducted through a “start of course/ end of course” survey; course-embedded assignments, self-reflection journal entries, and instructor observation. Assessment tests show that students are responding well both to the course content and to the library instructors’ strong commitment to helping students succeed. Library 1 faculty members are planning to further enhance

the effectiveness of the course in meeting student needs by aligning it more closely to the Bay Area Community Colleges Information Competency Assessment Project (II.C.2-6).

The data suggest the need for the development of a more comprehensive assessment plan using a new template for student learning outcomes which focuses on “planning, assessment, review, improvement” (II.C.2-2). Results of two trial assessments of learning outcomes have stimulated library faculty discussion about new ways to approach student learning.

The Instructional Media Center (IMC) has been conducting a general online survey, through the Digital Library’s LAMP website, of staff and faculty technology needs for all campuses (see standard II.C.1.c). To date, there have been only a few responses to this survey.

SELF-EVALUATION

The standard is met. The Norco one-minute paper assessments and the online LAMP website satisfaction survey have provided useful feedback regarding the achievement of student learning outcomes for Norco Library and students. Also, the alignment of student learning outcomes for library patrons with the ACRL guidelines and other assessment best practices recommendations is a positive step in the direction of serving student learning needs.

However, much of the information regarding the status of library services is obtained at the district level. The CCSEQ survey document does not provide enough information about meeting student learning needs in the library and computerized labs at Norco Campus.

The RCCD Library program review indicates a higher percentage increase at Norco Campus than the other two campuses in door count, circulation of materials, requests for machine help, and orientation lectures (see standard II.C.1.c. above). These statistics point to the need for additional library faculty and staff and for the recently approved Assistant Dean of Library and Learning Support Services position (II.C.2-4).

The Norco course outline of record workshop data results (II.C.2-2) also indicate the need for more library orientation workshops. In addition, longer workshops are indicated, including advanced sessions which focus on a single online database tool such as Noodle Tools, or a single research area such as literary criticism. A more detailed, campus-specific survey of Norco library usage will be necessary as the campus moves to full college status.

Utilization data for the Writing and Reading Center, math and CIS labs, and Tutorial Services at Norco are currently being collected and evaluated by the campus Outcomes Assessment Specialist in order to assess patterns and frequency of usage of those facilities. Some student success rates have been analyzed for the math lab and Tutorial Center; analysis of success rates for students enrolled in English practicum courses (one-on-one assistance in the Writing and Reading Center) is scheduled for analysis in summer and fall 2007. Using this data, learning support facilities will adapt their services to better meet student learning needs.

In assessing the effectiveness of the Tutorial Center and the math lab, the most recent analysis of student success data from spring 2006 indicates that math students who enroll in Math 96 or 97 (supplemental lab courses through which students receive

one-on-one assistance in the math lab) have significantly higher rates of success than students enrolled in a math course who do not take Math 96/97.

Data pertaining to utilization of the Tutorial Center in spring 2006 indicate that 49 percent of those students who visited the Tutorial Center did not return for a second visit, while 85 percent of students visiting the Center made five or fewer visits over the course of the semester. The causes of these relatively low Tutorial Center utilization rates have not yet been determined. In general, there is a need for increased assessment of support services such as the math and CIS labs, the Writing and Reading Center, and the Tutorial Center to determine the extent to which they contribute to the achievement of student learning outcomes.

Simple statistics provided by the IMC indicate a major increase in requests for their equipment and services (see standard II.C.1). There is growing Norco faculty and staff dissatisfaction with the IMC services in providing prompt and efficiently operating technology for their classrooms. However, this situation has not been assessed through survey means, which would provide effective data for implementing improvements and changes in services. There is general agreement that a comprehensive survey must be created to assess local Norco faculty requirements and equipment utilization.

PLANNING AGENDA

- Explore the possibility of creating longer and more specific library orientation workshops including advanced sessions which focus on a single online database such as Noodle Tools, or a single research area such as literary criticism.

- Develop and implement a comprehensive and campus-specific usage survey for the Norco Library.
- Develop a campus-specific survey pertaining to IMC equipment and services.
- Using data gathered from the *Fact Book* and Office of Institutional Research, explore the development of a Norco Learning Support Services Plan for WRC, computer and math labs, Tutorial Center, and DSP&S.
- Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes.

List of References

- II.C.2-1 CCSEQ Student Satisfaction Survey
- II.C.2-2 Badway, Norena. "Learning About How Students Learn." RCCD Course Outline of Record workshop. Marriot Hotel, 11 Jan. 2006.
- II.C.2-3 Sample utilization data for CIS, math, WRC labs, DASP&S, Tutorial Center services: G. Aycock, Outcomes Assessment office
- II.C.2-4 Library Program Review
- II.C.2-5 "Executive Summary." Bay Area Community Colleges Information Competency Project. Ed. Bonnie Gratch-Lindaur et al. 9 Feb. 2004.
<http://www.topsy.or/ICAP/ICAPProject.html> . Accessed 18 Oct. 2006.

Summative Essay, Standard II: Student Learning Programs and Services

While the college is the vehicle through which the educational journey takes place, instructional and support services personnel are the working parts of the vehicle. Counselors, librarians, and student services personnel act as guidebooks, providing maps and directions for the educational journey; instructors are the guides, the co-designers of the journey and the visionaries motivating the educational enterprise, teaching the language, behavior and lay of the land.

INSTITUTIONAL COMMITMENT

Standard II highlights institutional commitment to providing a high quality, comprehensive curriculum congruent with the campus mission. The Norco Campus mission guides the development of programs specifically designed to serve the needs of the Corona-Norco area, such as banking, logistics and manufacturing. The institution relies on demographic information and data obtained through institutional research to ensure correct identification of those needs. Instructional units, student and library/learning support services at Norco Campus reflect commitment to stated curricular objectives. Strategic planning is driven by comprehensive and systematic program review, which ensures the high quality of the academic environment and the alignment of programs with the mission of the college.

Through multiple means of instructional delivery, along with student and learning services sensitive to the diverse needs of the community, Norco Campus aims to guide students on an educational path moving from admissions to successful completion of their educational goals. Collaboration of faculty, counselors, librarians, tutors, and other support staff is guided by assessment of learner outcomes and revision of processes when necessary to fully support institutional commitment to enhanced student learning.

EVALUATION, PLANNING, AND IMPROVEMENT

An ongoing and systematic cycle of evaluation, integrated planning, resource distribution, implementation, and re-evaluation is clearly demonstrated in all three aspects of student learning programs and services at Norco Campus. Transfer and occupational programs undertake comprehensive program review every four years, while annual program review updates from these two areas provide information for prioritization of resource requests made through departments, the Norco Academic Planning Council, and by the Norco Strategic Planning Committee. Student support services and library/learning support services programs also conduct regular program review and participate in the planning, resource distribution, and evaluation processes of Norco Campus and the district.

STUDENT LEARNING OUTCOMES

Student Learning Outcomes are the central theme of Standard II - Student Learning Programs and Services. As part of comprehensive program review, all instructional, student services, and library/learning support programs develop SLOs and/or student area outcomes (SAOs) and submit plans for their assessment. Results of assessment are reported as part of annual program review update and thus serve as a means of consciously evaluating the effectiveness of Norco's efforts to support and enhance student learning. Faculty members at Norco Campus

have taken the lead in creating a culture of assessment through active involvement in the District Assessment and Program Review Committees. The district has adopted General Education SLOs, and all three areas of instructional services and support are working to create and align individual program SLOs with General Education SLOs for the institution. Many occupational certificate/degree programs have begun to develop and measure SLOs.

Student Support Services evaluates its ability to meet student needs through an annual internal program review process. SLOs and SAOs and their assessment are incorporated into this review process. Norco Campus also undertakes active, ongoing evaluation of library and other learning support services in order to improve its services and to measure achievement of SLOs. Many of these evaluative processes are district-wide, but Norco Campus librarians have also instituted a campus-based assessment of library skills instruction.

Institutional commitment to SLOs consistent with the Norco Campus mission, ongoing assessment and evaluation of these outcomes, and active campus dialogue about pedagogy and student learning ensure an environment of enhanced learning and improved institutional effectiveness central to this standard.

ORGANIZATION

Organizational structures at Norco Campus support inclusive, informed and intentional efforts to define student learning; to provide programs that support learning; and to evaluate how well learning is occurring. Guided by the District Curriculum, Program Review, and Assessment Committees, the Norco Academic Planning Council, Academic Senate, and Strategic Planning Committee along with its subcommittees are the organizational means through which the institution accomplishes its mission.

District Curriculum Committee requires that all course outlines contain clearly stated student learning outcomes integrated with methods of instruction and evaluation, and more than 90 percent of district CORs have updated their SLOs in response to these requirements. Faculty are required to distribute syllabi to students that contain clearly stated student learning outcomes consistent with those on the CORs. The District Program Review Committee oversees instructional program reviews to ensure that SLOs are incorporated into all four-year comprehensive reviews. The District Assessment Committee (DAC) reviews assessment plans to ensure that SLOs are used to evaluate and make improvements. Through comprehensive program reviews and annual program updates, the strategic planning subcommittees of the Norco SPC align SLOs with requests for staff, facilities, equipment, and financial resources and prioritize recommendations in order to support student learning and improve institutional effectiveness.

DIALOGUE

Norco Campus engages in ongoing and purposeful dialogue about the improvement of instructional programs, student services, and library/learning support programs. The Norco Strategic Planning Committee is inclusive, giving faculty, staff, students, and administrators at the Norco Campus an opportunity to participate in reflection and collegial exchange of information about student achievement, student learning, and the effectiveness of the institution's policies, proc-

esses, and structure. Informed, purposeful dialogue in the NSPC, the Academic Planning Council, and the Norco Academic Senate, and comparable discussions in the President's Cabinet and the newly created Administrative Planning Council, increasingly guide resource allocation, planning, and institutional change. As understanding of SLOs and valid measures of assessment has improved, dialogue about student learning has increasingly depended on reliable quantitative and qualitative data.

Student Support Services encourages all its programs and departments to engage in continuing dialogue about their relationship to the educational process at Norco Campus through participation in the Norco Strategic Planning Committee, Student Equity Plan committee, and Associated Students of Norco Campus (ASNC). Norco Student Activities, in collaboration with ASNC, supports and maintains events, programs, and activities that encourage student interaction and participation. Airey Library staff and Norco Campus learning support services participate in the NSPC, the Academic Senate, and ongoing departmental discussions related to achievement of learning outcomes related to the campus mission and goals. Through Student Activities and the ASNC, the campus also provides many ways for students to listen and respond to each other and the Norco campus community and to engage in self-reflective dialogue and decision-making.

INSTITUTIONAL INTEGRITY

Institutional integrity is the basis of the cycle of evaluation, planning, improvement, and re-evaluation of instructional and student support services that has been established at the Norco Campus. These processes bear witness to the institution's commitment to accountability and the desire for the campus to present itself honestly to its stakeholders. Information about the Norco Campus schedule of classes, courses, admissions, instructional programs and support services is reviewed frequently to ensure that it is accurate and timely. All publications are reviewed for appropriateness and suitability. The Academic Senate's Ethics Statement supports the integrity of the teaching-learning process, and faculty distinguish between personal conviction and professionally accepted views in their disciplines.

Norco Student Activities collaborates with Associated Students Norco Campus to sustain an environment of personal and civic responsibility. Students are expected to adhere to standards of academic honesty and are informed of these standards in the Student Handbook and in course syllabi. Norco Campus acknowledges and respects the diversity of its student population and its community; a wide variety of programs and activities promote and contribute to student understanding and appreciation of diversity. In all these ways, Norco demonstrates strong institutional integrity, which serves as the fuel directing the institution's mission and goals and guiding the student's educational journey.



STANDARD III.A
Human Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development.

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

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

DESCRIPTIVE SUMMARY

Norco Campus employs qualified academic and classified personnel in accordance with state and district hiring policies and procedures to ensure that physical, technical, and financial resources are appropriately and ethically utilized to achieve the highest levels of student learning and institutional effectiveness.

The campus follows the guidelines established by district policy as well as the Board of Trustees approved hiring policies for classified, confidential, academic, and managerial employees (III.A.1-1, 2-5). This ensures a district-wide fair and equitable process and that all personnel have the qualifications required in specific job descriptions and/or meet minimum qualifications to provide, support, and maintain the educational programs and services of the college.

The Office of Diversity and Human Resources oversees the hiring processes for all district personnel, ensuring that established hiring procedures are administered fairly and equitably. The formation of hiring search committees is an established process in which appropriate constituencies participate. These procedures are outlined in Board policy (III.A.1-1) and in faculty, staff, and administrative handbooks (III.A.1-2, 3-5).

Job descriptions include state-mandated minimum qualifications as well as specifically required and preferred qualifications (III.A.1-6). The descriptions are reviewed by the discipline and/or department head requesting the position; the search committee; the district Director of Diversity, Equity and Compliance; and the Director of Diversity and Human Resources. The search committee is responsible for ensuring that applicants meet the state-mandated minimum qualifications, including verification of degree from an accredited institution.

To ensure that new requests for full-time faculty positions are properly prioritized, the following policies and procedures have been established:

- Each department determines its hiring needs by (1) consulting with discipline faculty in the department; (2) utilizing identified staffing needs information provided in campus-based annual program review requests; (3) taking into consideration the campus and department academic master plans (III.A.1-7, III.A.1-8, III.A.1-9).
- Full-time faculty position requests are prioritized by the Norco Academic Planning Council (NAPC), a standing committee of the Norco Academic Senate, and reviewed by the Human Resources subcommittee of the Norco

Strategic Planning Committee (NSPC) (III.A.1-10).

- The prioritized list is reviewed by the entire NSPC and forwarded to the Vice President of Educational Services (III.A.1-11).
- After consultation with the President, the Vice President of Educational Services submits the final recommendation for new faculty to the district Vice Chancellor for district wide prioritization (III.A.1-12).

Full-time faculty hiring includes the following requirements:

- In accordance with the faculty hiring policies of the RCCD Diversity and Human Resources Office, vacancy notices for all positions contain minimum qualifications and educational requirements, list of duties and responsibilities for the position, expected workload, and criteria indicating potential to contribute to the mission of the institution (III.A.1-6).

Positions are advertised via mailed announcements, internal e-mail notifications with links to the public Human Resources website for RCCD, major newspapers and discipline-specific journals, the community college Registry, and job sites via the web (III.A.1-6, III.A.1-13-15).

High integrity and performance of faculty are ensured by adherence to the following requirements:

- All candidates must meet the qualifications listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges adopted by the Board of Governors of the California Community Colleges (III.A.1-16).

- Before the application review and selection processes begin, the composition of the applicant pool is analyzed to ensure that the goals established in the Affirmative Action and Staff Diversity policy are met and that members of historically underrepresented groups are not adversely impacted (III.A.1-17).
- An equivalency committee appointed by the academic senate determines equivalency if requested by the candidate or by the Office of Diversity and Human Resources (III.A.1-18).
- Tenured faculty both within and outside the discipline are directly involved in all steps of the selection process.
- The district Office of Diversity and Human Resources assists campuses with each step of the hiring process.
- Academic job announcements, initial paper screening criteria, interview questions, and other criteria deemed necessary by the committee are reviewed and approved by the Office of Diversity and Human Resources before being publicly disseminated.

Full time faculty hiring involves the following additional requirements for search committee members:

- Search committee members reflect the diversity, range of interests, philosophies, and programs in the department and/or discipline.
- Composition of search committee members is consistent with federal and state guidelines on race and sex.
- Diversity and equity training is provided for faculty involved in the hiring process by Human Resources (III.A.1-19).
- Search committee members receive orientation on hiring procedures and employment regulations (III.A.1-20).

Selection of qualified full-time faculty involves:

- Degree and reference checks completed by the campus chief instructional officer or designee;
- Interviews of finalists conducted by the President of the college/campus and the Vice President of Educational Services (III.A.1-21).
- Determination of degree equivalency for foreign degrees if applicable. A certified, translated copy of a candidate degree is required, with foreign credentials evaluated by a certified evaluation service (III.A.1-22).

High integrity and performance of managers and classified staff are ensured by adhering to the following procedures and requirements:

- Position descriptions and educational requirements exist for all positions (III.A.1-23, 24, 25).
- All new employees must meet qualifications stated in job descriptions.
- The President's Cabinet develops a prioritized list of classified and administrative requests for new positions (III.A.1-26).
- The Norco Strategic Planning Council reviews the recommended, prioritized classified and administrative hiring requests (III.A.1-27).

Assurance of the selection of qualified full-time classified, confidential and administrative personnel is obtained through:

- Formal applications, review, and interview processes, through which decisions are made based on established job qualifications.
- Classified and administrative job descriptions are approved by the Vice Chancellor of Diversity and Human Re-

sources, with criteria, qualifications, and procedures for selection of personnel clearly and publicly stated in job descriptions/announcements (III.A.1-23, 24, 25).

- Reference checks are conducted by the human resources specialist or hiring manager.

SELF-EVALUATION

The standard is met. Working with the Office of Diversity and Human Resources, Norco Campus strives to select the best-qualified instructors for full-time faculty positions in terms of their knowledge of subject matter, teaching effectiveness, and ability to contribute to the mission of the institution. Oversight of hiring procedures will remain a district-level function administered through the district Diversity and Human Resources Office. Norco works in concert with this body to ensure all hires are linked to institutional and campus goals.

PLANNING AGENDA

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically 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.

DESCRIPTIVE SUMMARY

Norco Campus adheres to district-established written policies and procedures for evaluating all faculty, administrators, and classified employees on a regular and timely basis. The specific formal process used varies depending on the employee group and is governed by general board policy (III.A.1-28a).

For all personnel, the evaluation process uses performance indicators linked to institutional effectiveness and improvement. All criteria are accessible in written form (both electronic and hard copy), and employees are encouraged to familiarize themselves with their responsibilities, the expectations of their positions, the evaluation processes and timeline, and the appropriate evaluation forms. The evaluation process is used to identify strengths and special qualities of the person being evaluated, and to define areas where it is determined that improvement might be beneficial. For all personnel, if employees receive a less than satisfactory rating, a remediation process has been implemented.

FACULTY

The faculty tenure review process was reorganized in 2002; this document and the bargaining unit agreement provide specific evaluation procedures (III.A.1-28, III.A.1-29). For all faculty, evaluation includes assessment of subject mastery, preparation for teaching, classroom instructional methods and techniques, coaching/counseling skills, and campus and district involvement (III.A.1-30, III.A.1-31).

To properly assess performance, the purposes and frequency of faculty evaluations are broken out by category of hire.

- For regular tenured faculty, the purpose of evaluation is to strengthen the faculty

member's instructional skills and professional contributions. Evaluations occur once every three years (III.A.1-29).

- For contract faculty (non-tenured), the purpose of evaluation is to determine if the faculty member continues to exhibit the professional competencies and qualifications consistent with the advertised job description, in order for the evaluation committee to decide on retention of the employee. It also provides opportunities to assess and strengthen any perceived area of deficiency and offer steps for improvement. Evaluation occurs during the first semester of employment and in the fall semester of each of the following three years (III.A.1-29).
- For part-time faculty, the purpose of evaluation is to assess professional performance, to provide advice as needed in professional areas, and to ensure that the faculty member is teaching the course in a manner consistent with the official course outline of record and with the standards of the discipline. Evaluation occurs during the first term of hire, every other semester for the first two years, and at least once every three years thereafter (III.A.1-29).

CLASSIFIED/CONFIDENTIAL STAFF

For all staff, evaluation includes a review of performance in order to identify outstanding performance, areas needing improvement, and/or documentation of unsatisfactory performance.

- Classified staff receive a written evaluation at least once each year; the evaluation is conducted by the employee's immediate supervisor and includes a self-evaluation of performance (III.A.1-32).
- Probationary employees receive written evaluations at the end of the second month and each third month thereafter

during the probationary period (III.A.2-32).

MANAGEMENT

Board policies and administrative regulations specify the procedure for management evaluations and documentation. The purpose for evaluation of management is to encourage improvement in carrying out functions, duties and responsibilities within the criteria and processes prescribed in the district's Management Job Performance Evaluation document (III.A.1-33, 34).

Procedures for evaluation include:

- Assessment of administrators' effectiveness includes performance standards, leadership/supervision skills, motivation skills, professional performance, interpersonal skills, knowledge base, contributions to the campus/ community, and professional development (III.A.1-33)
- Evaluations supplied by peers, employees, and/or manager evaluations, and a self-evaluation from the administrator (III.A.1-34, III.A.1-35).
- A timeline to ensure consistency and equity in the implementation of the management evaluation process:
 - ◆ Newly appointed managers must be evaluated at least once during each of the first two years in the position.
 - ◆ Subsequent to the first two years, managers must be evaluated at least once per three-year period (III.A.1-36).
 - ◆ The Office of Diversity and Human Resources sends evaluation forms to supervisors at the stated intervals.

The bargaining unit agreements for both faculty and classified employees specify the purpose and frequency of evaluation, using standardized evaluation criteria. The

agreements also specify the manner in which actions may be taken after the evaluations are formally conducted and documented.

SELF-EVALUATION

The standard is met. Written criteria exist for evaluating all personnel including evaluation of performance of assigned duties, as well as participation in institutional responsibilities and other activities appropriate to their assignment. Processes are in place to provide evidence that all scheduled evaluations are completed.

Diversity and Human Resources tracks the status of all supervisor evaluations in the Datatel system. Supervisors and their managers receive a succession of “delinquent” letters when staff evaluations are not completed timely manner. Also, the Vice Chancellor, Diversity and Human Resources, reports to Chancellor’s executive cabinet members on a quarterly basis all managers and supervisors who have incomplete staff evaluations. This report is used by presidents and vice chancellors to communicate with their managers.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

Norco Campus and the district are making excellent progress toward implementing student learning outcomes within the gen-

eral education curriculum and all disciplines and course outlines of record. General education SLOs have been established for the district as a whole; after much dialogue and collaboration with administrators, faculty, staff and student groups, the District Assessment Committee (DAC) recommended the Gen Ed SLOs to the Academic Senate and the Board of Trustees, which approved them at its December 2006 meeting (III.A.1-37).

Through the process of four-year comprehensive academic program review and annual campus-based program updates, faculty in more than 50 occupational and academic disciplines across the district have engaged in ongoing dialogue to identify and determine means of assessing SLOs for their course outlines and the discipline as a whole (III.A.1-38, III.A.1-39). As a result of the program review process, by fall of 2007 a majority of course outlines of record district-wide will have been rewritten to contain integrated SLOs with related methods of instruction and methods of evaluation designed to assess student progress towards achieving stated student learning outcomes (III.A.1-40, III.A.1-41). Hence, the central document used to evaluate instructor effectiveness in producing stated SLOs is the discipline course outline of record.

In evaluating faculty, instructors’ syllabi, self-evaluation reports (in the case of regular or contract faculty), and student evaluation surveys and classroom observation reports are examined by the chair of the department, and by full time faculty peers with discipline and assessment expertise, to ensure that the course outline is being adhered to (III.A.1-42, 43-45). All instructor syllabi are reviewed to ensure that they contain clear student learning outcomes for that course as stated in the Board-approved course outline of record. (III.A.1-44). The review process is conducted following steps

outlined in the faculty contract (III.A.1-45). The final step in evaluation of a faculty member includes a dialogue which reviews the documents and their link to the official course outline of record (III.A.1-46). In addition, all faculty participate in assessment of SLOs through their discipline's program review which includes an assessment plan. Because assessment is also a faculty duty, faculty awareness of and involvement in achieving student learning outcomes are thus a component of their evaluation, which includes discussion of assessment techniques and general pedagogical practices.

Likewise, student support services programs undertake comprehensive non-instructional program review and identify SLOs and service area outcomes (SAOs) a means of evaluating the role of support services in helping students achieve their learning goals. Assessment measures have been developed for all programs within the student support services framework in order to evaluate staff and program effectiveness in producing the stated learning outcomes (III.A.1-47, 48, 49).

SELF-EVALUATION

The standard is met. Faculty and others responsible for determining student learning outcomes and means of assessing student progress in achieving them have incorporated into their evaluation processes various measures of determining effectiveness in producing those outcomes. Achievement of SLOs is part of the contractually defined evaluation process in three ways:

1. SLOs are incorporated in course outlines of record;
2. District policy requires faculty syllabi to contain SLOS consistent with those in the course outlines;

3. All part- and full-time faculty syllabi undergo mandatory review to ensure that appropriate SLOs are incorporated.

PLANNING AGENDA

- Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs (III.A.1-50).

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

DESCRIPTIVE SUMMARY

The Riverside Community College District (RCCD) has a number of policies and procedures that dictate appropriate conduct for its employees and foster an atmosphere of respect and trust throughout the district. These include:

- District Board Policies #2715, "Code of Ethics/Standards"; #3050, "Institutional Code of Ethics"; #4030, "Academic Freedom"; and #5500, "Standards of Student Conduct" (revised spring 2007) (III.A.1-51).
- Board Policies #4005, "Employment of Relatives/Nepotism"; and #3110/4110/6110, "Prohibition of Sexual Harassment" provides clarity and guidance for professional faculty conduct with regard to equal opportunity and diversity, employment of relatives, duties and responsibilities of faculty, unlawful discrimination, and sexual harassment (III.A.1-52).
- Board Policies #3410 and 3110/4110/6110 also deal with staff guidance and

professional conduct in the areas of diversity and equal opportunity, employment of relatives, duties and responsibilities of staff, sexual harassment, and unlawful discrimination (III.A.1-52).

- The RCCD District Academic Senate “Ethics Statement” is a Senate resolution (adopted in 2002 and approved by the Board of Trustees) to accept the California State Academic Senate’s adoption of the Professional Ethics Statement of the American Association of University Professors (AAUP) for faculty (III.A.1-53).
- The Faculty Handbook addresses instructors’ responsibilities in classrooms and laboratories incorporating specific guidelines such as the California Education Code and the California Code for Title 5 (III.A.1-54).
- Board Policies #2715 (Code of Ethics/ Standards of Practice) and #3050 (Institutional Code of Ethics) cover standards of administrative behavior and conduct.

These are also published in the Management Handbook (III.A.1-55, 56).

The Diversity and Human Resources Office disseminates information to all employees pertaining to the district’s sexual harassment and unlawful discrimination policies and procedure for filing complaints. Additional information is available on their website. District policies and procedures may also be found in the district catalog and Student Handbook (III.A.1-57, III.A.1-58).

SELF-EVALUATION

The standard is met. Norco Campus and RCCD uphold a written code of professional ethics for all personnel as directed by Board policies and ethics codes.

PLANNING AGENDA

None

List of References

III.A.1-1	Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure; 3110/4110/6110 (Prohibition of Harassment).
III.A.1-2	Faculty Handbook
III.A.1-3	Confidential Handbook
III.A.1-4	Classified Staff Handbook
III.A.1-5	Managerial Handbook
III.A.1-5	Sample job descriptions
III.A.1-6	Sample minutes: dept meetings, discussion of staffing needs
III.A.1-7	Sample program reviews: discussion of staffing needs
III.A.1-8	Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction
III.A.1-9	Sample prioritization list for FT hires: NAPC
III.A.1-10	Sample prioritization list for FT hires: NSPC
III.A.1-11	Sample prioritization list submitted by Dean of Instruction to President
III.A.1-12	Sample e-mail job announcement, internal RCCD mail
III.A.1-14	Sample newspaper job announcement
III.A.1-15	Sample job announcement: Community College Registry, Job Fair
III.A.1-16	“Minimum Qualifications for Faculty and Administrators in California Community Colleges”

III.A.1-17	Copy of statement on diversity in pool selection, Office of Diversity and Equity
III.A.1-18	Sample equivalency documents
III.A.1-19	Sample notice, Office of Equity and Diversity: diversity training workshops
III.A.1-20	List of training procedures for hiring/search committees
III.A.1-21	Sample notification template for final interview (final cut committee)
III.A.1-22	Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
III.A.1-23	Sample position description for administrator
III.A.1-24	Sample position description for classified staff
III.A.1-25	Sample position description for confidential classified staff
III.A.1-26	Sample prioritized list of staff/admin positions, President's office
III.A.1-27	Sample minutes: NSPC review of staff/admin hiring requests
III.A.1-28a	Board Policy #7150, "Employee Evaluations"
III.A.1-28b	RCCD e-mails detailing dialogue on changes to tenure review process
III.A.1-29	CTA contract, pages 25-32.
III.A.1-30	Sample FT faculty evaluation documents (tenure review process)
III.A.1-31	Sample PT faculty evaluation documents
III.A.1-32	CSEA Agreement, pages 29-30.
III.A.1-33	RCCD Management Performance Evaluation Document
III.A.1-34	Sample manager's evaluation form
III.A.1-35	Sample peer evaluation form, managers
III.A.1-36	Manager's Handbook, page VI-F.1
III.A.1-37	Board of Trustees meeting minutes: Dec. 2006
III.A.1-38	<i>Instructional Program Review: Comprehensive (Background & Guidelines); Non-Instructional Program Review: Comprehensive</i>
III.A.1-39	Sample Program Reviews (philosophy, humanities): SLOs and assessment reports
III.A.1-40	<i>COR Guide</i> with integrated COR samples
III.A.1-41	Sample integrated course outline of record
III.A.1-42	Sample evaluation form, part-time faculty
III.A.1-43	Sample evaluation form, contract/regular faculty
III.A.1-44	Sample faculty self-evaluation discussing assessment and SLOs
III.A.1-45	CTA Agreement
III.A.1-46	Sample instructor syllabus
III.A.1-47	Student Support Services program review: Outreach SLOs and SAOs
III.A.1-48	"Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas"
III.A.1-49	CSEA Agreement – pp. 29-30 detailing evaluation process
III.A.1-50	Sample Assessment workshop handouts.
III.A.1-51	Board Policies #2715, 3050, 4030, 5500
III.A.1-52	Board Policies #3110 and 4005
III.A.1-53	Academic Senate Ethics Statement/resolution
III.A.1-54	Faculty Handbook "Academic Policies and Procedures"
III.A.1-55	BP #2715, 3050
III.A.1-56	Management Handbook
III.A.1-57	RCCD College Catalog
III.A.1-58	Student Handbook

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

DESCRIPTIVE SUMMARY

As a multi-campus community college district, RCCD is continually developing, evaluating, and improving the processes that govern resource distribution. Its two smaller campuses, Norco and Moreno Valley, have experienced rapid student growth over the past five years. Utilizing the results from program review, the campus is in the process of refining procedures for adding qualified full-time faculty.

FACULTY STAFFING

To meet student needs, Norco Campus has added new staff and contract faculty positions through the district's budget allocation process.

From 2001 to 2006, 20 full-time faculty positions and 26.54 part-time faculty FTEF were added to the staff of Norco Campus. Twelve new full-time faculty members joined the staff in the fall of 2005, eight faculty were added in the fall of 2006 (for a total of 66 full-time faculty), and more will be requested for fall of 2007 (III.A.2-1).

STAFF AND ADMINISTRATORS

Since fall 2001, Norco Campus has added new support staff and administrative positions.

In particular, the campus:

- added two vice presidents and two deans
- hired an assistant dean for library services
- appointed a president for the campus
- created two new IDS positions
- hired additional staff for Tutorial Services and Student Services.

Each of these new staff members and administrators was selected based on his/her appropriate knowledge, experience, and ability to support Norco's mission and educational goals. Currently there is sufficient administrative support on Norco Campus.

As of spring 2007, Norco Campus employed the following personnel:

- 5 full-time counselors (including one DSPS counselor)
- 5 part-time counselors (including one EOPS counselor)
- 66 full-time faculty
- 235 part-time faculty
- 1 full-time librarian and 1 full-time library assistant dean
- 3 part-time librarians
- 54 full-time classified staff
- 8 part-time permanent classified staff
- 15 administrators, supervisors and managers.

SELF-EVALUATION

The standard is met. Norco Campus has a sufficient number of faculty, staff, and administrators to assure support for Norco's mission and goals.

The Norco campus selected consultants through a participatory process to assist with the development of a Long Range Educational Master Plan (III.A.2-2). The district engaged a consultant to conduct an environmental scan of the demographics and potential student population served by Norco Campus, which would provide a indication of potential future human resource needs for the campus (III.A.2-3). The Educational Master Plan will be based upon information from the NAMP as well as other data, such as the external environmental scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as well as the Norco Academic Mas-

ter Plan. Both reports are expected to be completed by the end of 2007 (III.A.2-2, III.A.2-3).

PLANNING AGENDA

- Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs.
- Norco APC, SPC, and administrators will participate in the development, review and evaluation of a new district budget allocation model to be developed in 2007-08.

List of References

- III.A.2-1 E-mail, Office of Diversity and Human Resources, staff hires, 2006-2007
III.A.2-2 Copy, agreement: "Long-Range Educational Program, Growth and Capital Plans"
III.A.2-3 Copy of agreement, Charles McIntyre & Associates, 2006.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

Procedures ensuring fairness in all employment categories are governed by Dis-

trict policy and procedures; the California Education Code and Title 5; bargaining unit contracts; and state, federal and local labor laws. These policies are found in Board Policy Section 7 – Human Resources. Education Code Section 87359 and Title 5 Section 53430 regulations specify minimum qualifications for faculty and administrative hiring. Board of Trustees Policies #7160

(Professional Development); 3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); and Section 7 - Human Resources cover a variety of fairness in hiring regulations including nepotism; unlawful discrimination; affirmative action; local, state and federal codes and regulations; leaves of absence including sick leaves and jury duty; smoking and drug-free workplace concerns; salaries, employee classification, and bargaining agreements; professional growth; insurance and group benefits; and related matters. In May, 2007, the Board approved three new policies that take the place of several policies in current sections 3 & 4 (III.A.3-1, III.A.3-2).

The Office of Diversity and Human Resources oversees these policies and procedures. New or modified policies, procedures, and/or laws are communicated by disseminating the information to employees through institutional mailings and workshops, in Board of Trustees minutes, by making information available via the Human Resources website, and by communicating to the Academic Senate and bargaining units of the district.

Norco Campus adheres to the employment practices established by the district, which are described in the Board Policy Manual and available on the district website (III.A.3-2). Oversight by college administrators and the district Diversity and Human Resources Office staff ensures that employees follow established policies and protocols.

SELF-EVALUATION

The standard is met. Norco Campus adheres to written policies ensuring fairness in all employment procedures as designed and developed by the district and administered by the district's Office of Diversity and Human Resources.

PLANNING AGENDA

None

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

District records are maintained for classified and academic personnel in the Office of Diversity and Human Resources in secure areas containing locked file cabinets that are available only to authorized employees and appropriate administrative staff. Records are maintained and protected in accordance with California Ed Code Section 87071 (rights of employees to access personnel files), U.S. Government Code Section 6254 (guaranteeing privacy of personnel files), and Civil Code Section 1798.24 (limiting disclosure of personnel information by agencies). Medical records are kept separate from the employee's personnel file and are also secured in a locked file cabinet.

All employees have the right to review their personnel file upon request (California Ed. Code 87071). All files must be reviewed in the presence of Human Resources staff to maintain security and confidentiality.

SELF-EVALUATION

The standard is met. Norco Campus relies on the district Office of Diversity and Human Resources for security and confidentiality of all employee personnel files. Per district policy, Norco Campus provides for security and confidentiality of personnel

records by sending all confidential personnel related materials directly to the districts Office of Diversity and Human Resources. At the district Systems Office, each employee has proper access to his/her own personnel records.

PLANNING AGENDA

None

List of References

- III.A.3-1 Board Policy Manual Section 7- Human Resources
- III.A.3-2 Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); Section 7 - Human Resources. See also policy #3110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3100/4100/6100.
- III.A.3-3 Employee Personnel Files Procedure Document

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

- Leadership training workshops and online modules
- Equal Employment Opportunity information
- Management training on employment and personnel issues
- Title V technology training for under-represented and at-risk student populations (III.A.4-1, 2-8).

DESCRIPTIVE SUMMARY

Norco Campus demonstrates its commitment to equity and diversity by offering to its classified and academic employees a range of training and professional development opportunities via district and campus activities including:

- Sexual harassment training
- Diversity training
- Technology training
- New faculty orientation training
- FLEX workshops on diversity and equity issues
- Hiring practices orientations for prospective hiring committee members

A district-trained Equal Employment Opportunity (EEO) representative is present on all hiring committees for managers, faculty, and staff to ensure that members of the committee understand and follow EEO guidelines mandated by law and district policy.

The Faculty, Classified and Confidential Staff Handbooks contain the complete text of Board policies on affirmative action/staff diversity/employee selection, unlawful dis-

crimination, and sexual harassment (III.A.4-9, III.A.4-10, III.A.4-11).

SELF-EVALUATION

The standard is met. Norco Campus supports appropriate district equity and diversity policies and offers sufficient programs and training to serve its diverse personnel and student body.

PLANNING AGENDA

None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

DESCRIPTIVE SUMMARY

Norco Campus and the district's Office of Institutional Research maintain and evaluate records describing the diversity of Norco employees and student body. A chart depicting the diversity of students, faculty, administrators, and staff in fall 2005 is included in the demographics section in the Introduction of the self study (III.A.4-13, 14). This chart indicates consistency with Norco's mission to serve its community in relation to the demographics of the area served (III.A.4-12).

Norco Campus has shown its commitment to, understanding of, and concern for issues of equity and diversity by:

- subscribing to, advocating, and demonstrating integrity in the treatment of its employees;
- promoting a supportive work environment;

- fostering collaboration and improved levels of communication; and
- promoting healthy working conditions.

SELF-EVALUATION

The standard is met. The district Offices of Institutional Research and Reporting regularly assess Norco Campus's employment equity and diversity to enable the campus to determine its congruency with the Norco mission.

PLANNING AGENDA

None

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

DESCRIPTIVE SUMMARY

Norco Campus and the district maintain integrity in the treatment of personnel and students by adherence to a number of regulatory policies and laws, including union contracts; the State Education Code and Title 5; District personnel policies and practices; and federal, state, and local labor laws. RCCD has established procedures and guidelines to enable it to hire highly qualified individuals who will respond effectively and sensitively to the educational needs of students of diverse ethnic, cultural, socioeconomic and educational backgrounds, sexual orientation, or disability.

In addition, RCCD has an Equal Opportunity Statement that addresses district-wide policies on equal employment and educational opportunities. Compliance with these policies is the responsibility of the district

Diversity and Human Resources Office, which disseminates information to all students and employees regarding policies and procedures pertaining to sexual harassment, unlawful discrimination, and other matters relating to the integrity of the institution. The district demonstrates its concern for the integrity of the students, faculty, staff and administrators by providing board policies that protect their respective rights. These

policies are enumerated in the Board Policy manual and in section III.A.1.d above (III.A.4-15, III.A.4-16).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

III.A.4-1	Sexual harassment training: workshop announcements
III.A.4-2	Diversity training workshop announcements
III.A.4-3	Technology training workshops announcements
III.A.4-4	New faculty orientation announcements: local and district
III.A.4-5	Sample FLEX workshops on diversity and equity
III.A.4-6	Sample leadership training workshops (district) and online modules (4faculty.org)
III.A.4-7	EEO Information, Office of Diversity and HR
III.A.4-8	Sample faculty training workshops Title V workshops/projects
III.A.4-9	Faculty Handbook
III.A.4-10	Classified Staff Handbook
III.A.4-11	Confidential Staff Handbook
III.A.4-12	Demographic chart: Norco and Corona areas – see Introduction
III.A.4-13	Demographics chart: faculty, staff at Norco Campus – see Introduction
III.A.4-14	Demographics: Norco Campus student population – see Introduction
III.A.4-15	Board Policy Manual Section 7- Human Resources
III.A.4-16	Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); and Policy/Procedure 3110/4110/6110(Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3435.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Based on the mission of Norco Campus, Board Policies #3080 and #4042 (now #7160,

Professional Development), the pedagogical training needs of the faculty, and the skills training needs of support staff, professional growth opportunities are offered on a regular basis to faculty, staff, and administrators.

Faculty are provided varied opportunities for professional development through FLEX day activities/workshops, conferences/conventions, salary reclassification opportunities via professional growth activities, sabbatical leave awards,¹⁶ and individual professional development activities designed and planned through collaboration by faculty and administration. All faculty development activities are conducted with the assistance of the Norco Coordinator of Faculty Development and by the district Office of the Assistant Vice Chancellor of Institutional Effectiveness (III.A.5-1).

Each activity is planned to meet one of the following criteria:

- Improvement of teaching
- Maintenance of current academic and technical knowledge and skills
- In-service training for vocational education and employment preparation programs
- Retraining to meet changing institutional needs
- Intersegmental exchange programs
- Development of innovations in instructional and administrative technique and program effectiveness
- Computer and technological proficiency programs
- Courses and training implementing affirmative action and upward mobility programs
- Other activities determined to be related to educational and professional devel-

¹⁶ Professional growth credit may be earned through approved activities including workshops, publication, independent study and course work. Sabbatical leave policies are governed by the agreement between the District and the bargaining unit. The contract allows faculty to pursue course work, independent study or research and other activities such as creative endeavors and curriculum development during their sabbatical.

opment pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem (III.A.5-2).

New full-time faculty orientation and training also includes face-to-face workshops and online instruction through 4faculty.org (III.A.5-3). Each new faculty member is mentored by arrangement with the campus Coordinator of Faculty Development. Part-time faculty are encouraged to attend welcome meetings, professional development workshops organized by full-time faculty in their discipline, regular faculty development workshops on campus, and online pedagogical resources on 4faculty.org (III.A.5-4).

More than fifty different types of workshops are offered to faculty each year (III.A.4-3). These include discipline-specific training and ongoing collegiate dialogue, technology training, workshops on assessment and student learning outcomes, broad campus discussions of teaching and learning, Back-to-College days, and Flex days (III.A.5-5, 6-9).

Technology training workshops are offered by campus faculty and technical support staff on an ad hoc basis and by the district through the Open Campus and the Faculty Innovation Center. Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the Online Faculty Handbook, the Faculty Survival Guide, the annual mailing to faculty homes, and through publication of a faculty newsletter, The Learning Curve (III.A.5-10, 11-14).

In addition, Norco Campus provides appropriate support for classified personnel through staff development opportunities including informational meetings, district workshops, professional organization work-

shops and seminars, professional organization conferences, community education, and online workshops (III.A.5-15). All activities are designed to assist staff in maintaining and improving their knowledge and skills in the technical aspects of their job responsibilities. Moreover, campus Maintenance and Operations provides continued training for its staff. Most recently, the grounds staff participated in two off-site seminars dealing with turf and athletic field maintenance. The custodial staff also participated in a seminar on cleaning techniques for public buildings.

Requests for compensatory funds for attending development activities are managed by a classified and confidential Staff Development Committee, comprised of five to seven classified and confidential employees representing various employee groups; the Associate Vice Chancellor of Human Resources, or a designee, chairs the committee.

The District also makes a variety of professional development programs available to staff and administrators, including workshops and programs on the following topics:

- Disability, discrimination, family and medical care leave, workers' compensation, and retirement plans
- Legal issues regarding hiring in community colleges
- Administration of overlapping laws regarding disability retirement
- Performance management evaluations for community college districts.

SELF-EVALUATION

The standard is met. FLEX day activities and staff development activities are consistent with the institutional mission and based on identified teaching and learning

needs. The district offers a variety of opportunities that meet the needs of its personnel.

Opportunities for staff development have been readily available through Classified and Confidential Staff Development Program, under the auspices of the district Office of Diversity and Human Resources. The program's greatest success has been in providing funding for individuals seeking professional enrichment.

PLANNING AGENDA

- Develop more on-campus orientation and professional development activities for both staff and faculty.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Participants in professional development activities evaluate the content and presentation of each activity at the conclusion of the respective program. All attendees, including administrators, department chairs, faculty, and staff, are asked to rate their satisfaction pertaining to FLEX instructional development, professional and personal development activities, conferences, workshops, and the like. The evaluation forms also provide space for suggestions and/or recommendations (III.A.5-16).

The Office of Institutional Effectiveness (following its merge with the former office of Faculty Affairs) assesses activities scheduled by the district to determine future

needs and ways to improve professional development activities (III.A.5-17). The Norco campus Faculty Development Coordinator assesses the effectiveness of each campus professional development workshop.

SELF-EVALUATION

The standard is met. The district and Norco Campus provide faculty and staff who participate in professional development activities with sufficient opportunities to evaluate professional development events, and the district Office of Institutional Effectiveness uses the results of these evaluations as a basis for continuous im-

provement of the professional development process.

FLEX days for faculty are contractually limited to 18 hours per academic year, some of which are reserved for discipline meetings. This limitation does not preclude the campus from offering additional professional development opportunities, such as the Dialogue Workshop presented in February 2007. Currently formal evaluative tools and informal requests serve as a means of assessing attendees' satisfaction and for determining future events.

PLANNING AGENDA

None

List of References

- III.A.5-1 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-2 RCCD Faculty Handbook, <http://www.faculty.net/handbook>
- III.A.5-3 New faculty orientation/training workshops, announcements (see website above)
- III.A.5-4 Sample workshop flyers for part-time faculty; <http://www.4faculty.org/>
- III.A.5-5 Sample discipline-specific training (sample norming workshop for English comp faculty)
- III.A.5-6 *Online Faculty Handbook*; sample e-mails, Norco tech training workshops; Faculty Innovation Center: sample calendar
- III.A.5-7 DAC and Office of Institutional Effectiveness workshops on SLOs and assessment - flyers
- III.A.5-8 Agenda, Norco Back-to-College Day: Fall 2006
- III.A.5-9 Spring 2007, Feb. 9 agenda FLEX day, Norco
- III.A.5-10 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-11 Faculty Handbook
- III.A.5-12 Faculty Survival Guide
- III.A.5-13 Sample Back-To-School schedule of activities: mailer
- III.A.5-14 "The Learning Curve"
- III.A.5-15 Sample staff development opportunities including district workshops, professional organization workshops and seminars, professional organization conferences, community education and online workshops.
- III.A.5-16 Sample evaluation forms: FLEX and workshop activities
- III.A.5-17 Sample assessment: Office of Institutional Effectiveness

III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Each year the chancellor asks each campus for its personnel requests. These requests are evaluated and prioritized to meet state requirements and fulfill the mission of the district and the individual campus. At Norco Campus, the information submitted to the chancellor by the campus president is compiled from the information presented in the Norco Academic Master Plan, with input from the Norco Academic Senate, the NSPC, the NAPC, the deans, and the vice presidents (see standard III.A.1.a. for a detailed explanation of the process). Local campus human resources planning is thus integrated with campus and district planning procedures through the district-wide strategic planning process (III.A.6-1).

Hiring policies and search processes are managed by the district's Office of Diversity and Human Resources. Norco Campus has begun developing and improving the procedure by which it systematically assesses the effective use of its human resources. The annual program review updates and comprehensive four-year program reviews for instructional and non-instructional programs identify human resource needs. After these are identified at the program level, they are prioritized by each department and forwarded to the NAPC for campus-wide prioritization. The prioritized requests for staffing are forwarded in turn to the Human Resources subcommittee of the Norco Strategic Planning Committee, where the human resource requests for the campus are

reviewed and sent for review to the general body of the NSPC. Finally, the NSPC forwards its hiring recommendations to the campus president and her cabinet for further action. The campus president and her cabinet review the position requests and transmit a prioritized list for action and approval at the district level.

Norco Campus personnel are working on establishing appropriate evaluative tools and ways to use assessment as the basis for improvement in all areas which enhance institutional effectiveness, including human resource assessment, via the strategic planning process introduced by the district in fall 2005.

SELF-EVALUATION

The standard is met. Norco Campus follows current district strategic planning processes and procedures for determining and prioritizing human resource needs, as well as the regularly updated Norco Academic Master Plan, which integrates human resource planning with institutional planning. This process ensures that human resources requests meet the needs of the campus within the constraints imposed by limited funding and the need for a revised budget allocation model for the three campuses in the district. Both the campus and the district have a process in place to systematically assess the effective use of human resources and use the results of these assessments as the basis for improvement.

As the campus and the district have only recently implemented these processes; they will need to be evaluated and revised if necessary as the campus assesses the effects of their implementation.

PLANNING AGENDA

- Develop and disseminate written guidelines for NSPC for prioritizing human resource needs.

List of References

- III.A.6-1 *Strategic Planning Process, 2001-2006*
III.A.6-2 Board of Trustees - Section 4, Academic Affairs; Section 7 - Human Resources. (In May 2007, the Board approved three new policies that take the place of several policies in current section 3 and 4.)



STANDARD III.B
Physical Resources

STANDARD III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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.

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.

DESCRIPTIVE SUMMARY

Norco Campus opened in 1991 as an educational center and satellite campus of the Riverside Community College District. The district's original plans for the campus called for facilities to be constructed in five phases. Phase I of the building plan was completed in 1991, not long after the campus opened. Phase II of the initial build-out plan has been completed. Phase III, which includes revisions due to increased cost of materials, was approved by the state of California in 2006 (III.B.1-1, III.B.1-2). The planning of Phase I, Phase II, and Phase III proceeded in conjunction with input from the Site committee,¹⁷ comprised of faculty and staff with guidance from the district's Facility Planning, Design, and Construction Department.¹⁸

¹⁷ This committee has now evolved into the Norco Strategic Planning Committee (NSPC).

¹⁸ Originally, the campus was to be constructed in five phases; this evolved into an eight-phase build-out plan designed to give the campus more opportunities to obtain state funding. The current Facilities Master Plan, to be revised once again within a year with the adoption of the Long-Range Educational Master Plan,

The most recent state-funded building project, Phase III, has been designed to alleviate some of the critical need for space by providing (with the aid of Measure C funding) a Student Success Center building, an Industrial Technology building (in response to the needs of the growing manufacturing program), a Chemical Storage building, and a Network Operations Center (III.B.1-3).¹⁹ The Student Success Center will contain office space and administrative and instructional support areas; the Industrial Technology building will include lecture halls, labs, and faculty offices. The NOC will house the campus's standalone server as well as technical support workrooms and offices.²⁰ (III.B.1-4).

In addition, in February 2007 the Norco Strategic Planning Committee approved six new portables plus one restroom facility for installation by the beginning of the fall 2007 semester.²¹ These will include:

was accepted and approved by the District Board of Trustees in 2001.

¹⁹ The current 2001 Facilities Master Plan included only the Industrial Tech building in Phase III; funding for the Student Success Center and the NOC comes from Measure C, while the chemical storage building is provided for by earmarked state funds.

²⁰ The architects for Phase III are *tBP/Architecture*; project managers for the tech building are Pro-West.

²¹ The project was given final budgetary approval by the Board of Trustees in March 2007.

- Two large lecture rooms (capacity 75-100)
- A second Activity Center with fitness equipment
- Office space for faculty
- A restroom facility
- Space for a Construction Programs demonstration project.

Implementation of this project will extricate the campus from existing costly and inefficient leasing arrangements and will accommodate anticipated campus enrollment growth until the planned 2009 opening of the Phase III Industrial Technology building.

The Norco Academic Master Plan (NAMP), updated annually, has been the main document through which departments and programs:

- evaluate, modify and prioritize their physical resources needs
- request facilities and physical equipment, including physical plant changes, additions, and modifications (III.B.1-5).

Recently, the campus selected consultants to assist in the development of Long-Range Educational and Campus Master Plans (III.B.1-6). This EMP includes a revised Facilities (Campus) Master Plan, which will take into account needed revisions related to the Phase III build-out at the Norco Campus due to secondary effects, including increased costs of building materials and the availability of Measure C building funds. This new Facilities (Campus) Master Plan is expected to be dynamic and adaptable, to be revised as financial and physical circumstances change. Until the new EMP is adopted, additional requests for space will follow the district and Norco strategic planning processes. The NAMP will remain the document through which classroom,

facilities, and equipment requests are handled.

As part of the ongoing process of facilities planning, each campus academic and non-instructional department identifies its resource needs by means of comprehensive program reviews conducted on a systematic four-year cycle as well as annual program updates. Department chairs communicate resource requests to the Norco Academic Planning Council (NAPC). Utilizing information from the NAMP, NSPC, comprehensive program reviews, annual program review updates, and other sources, and guided by Norco's institutional goals, the Norco Strategic Planning Committee (NSPC) identifies and prioritizes facility needs, then forwards its recommendations to the campus president. These needs are also summarized within the Norco Academic Master Plan.

The president and her Cabinet then communicate physical resource needs to the appropriate committees at the district level, particularly to the District Strategic Planning Committee. Through this strategic planning process, all constituencies have input into capital planning, design and construction for new and updated facilities which support Norco Campus programs and services.

The new strategic facilities planning process will be implemented for the planned Student Success Center building approved by the Board of Trustees in the fall of 2006 (funded by Measure C) (III.B.1-7). A Student Success Center design team composed of faculty, staff, administrators and students will work with the architectural team to design a center that will meet current and future needs (III.B.1-8). The Student Success Center building will include a large and comprehensive dining room, areas for student study and social interaction, and will

accommodate student service programs (including Associated Students) and other service programs that promote student retention (III.B.1-2). The center will also contain multi-purpose meeting rooms, including at least one large meeting area for all-faculty meetings and Board of Trustees meetings, which have often been held in the administrative building foyer because no other space was available.

Regarding the Phase III Industrial Technology building, the architects and projects managers are working on the construction documents, cost estimates; and furniture, fixture and equipment schedules. As of spring 2007, the work was 90 percent completed. Faculty members were involved in the original building planning years ago, and campus departments have participated from the start in updating equipment and planning the technical specifications.

At this time, classrooms on the Norco Campus are well utilized in the morning, afternoon, and evening hours, Monday through Thursday; in the mornings on Friday; and during daytime hours on Saturday and Sunday²² (III.B.1-9). With the steady increase in student population and additional classroom space provided by the opening of the JFK Middle College High School adjacent to Norco Campus, more classes are being scheduled in the afternoons and evenings Monday through Thursday.

In addition to the six new portables planned for installation in fall 2007, three portable buildings currently provide one classroom (one portable) and office space (two portables) for Norco faculty members. Demand for courses is being met by offering sections at off-site locations (III.B.1-10). As mentioned above, a partial solution to the short-

²² Weekend College is being held on a six- to eight-week class schedule throughout the academic year.

age of classroom space has been a partnership with JFK Middle College High School, which was built adjacent to the Norco Campus and opened in fall of 2006.

Since 2001, Norco Campus has:

- Added a number of portable buildings which are used for classrooms, faculty offices, and administrative space (III.B.1-12)
- Added sections of courses at a variety of off-campus locations (III.B.1-10)
- Added over 22 classes in afternoons and evenings through the partnership with JFK High School (III.B.1-11)
- Constructed and later upgraded facilities by remodeling the Early Childhood Education Center using funds from Measure C, a local bond measure, and other funds. Remodeling included:
 - features that support study of childhood education and socialization
 - installation of tile flooring in restrooms;
 - a surveillance system for safety purposes;
 - an acoustical and sound system in the classrooms;
 - installation of concrete pathways around the playground (III.B.1-13).
- Installed a “floating floor” in the Multi-purpose/Activities building to support student safety and quality of instruction.
- Resurfaced the existing parking lots and completed a new parking lot adjacent to the JFK Middle College High School in the summer of 2006 (III.B.1-14).

The district Office of Facilities Planning has initiated the NORESKO EMC Project, a plan to make Norco Campus lighting and energy systems more efficient and environmentally friendly. The project includes a variety of activities, from changing to more energy-efficient light bulbs in classrooms and offices, to upgrading existing air conditioning

and heating systems. The internal light fixture (occupancy sensors) and external light pole replacement program is completed. The second phase of the project, dealing with management of the energy conservation system, began in March 2007 (III.B.1-15).

The Norco Campus now has 11 permanent buildings, including the child development center and the physical plant, with three additional permanent buildings planned for Phase III. Also, there are 3 portable buildings, a soccer field, and parking for approximately 1618 vehicles.

SELF-EVALUATION

The standard is met. Planning processes are in place to assure effective utilization and continuing quality of facilities at Norco Campus in order to support its programs and services. The addition of new portables, new off-site locations, and the construction of the JFK Middle College High School, providing additional classroom space in late afternoons and evenings, have enabled Norco Campus to meet some of the needs of its ever-growing student population and evolving programs and services. Although it is a struggle to find sufficient space, Norco Campus has been successful to date in providing appropriately equipped facilities.

Phase III of the Norco Campus build-out plan received funding from the state of California, and the planned new buildings will alleviate much of the campus's classroom and office space needs. In addition, as discussed in the Descriptive Summary, the campus has enlisted an educational master planner (STRATUS) and an architectural firm (MDA Johnson Favaro Architects) specializing in campus master plans to assist in the development of a Long Range Educational and Campus Master Plan; this plan

will allow Norco to better anticipate future needs as the institution continues to grow. The contract was approved at the February 20, 2007 board meeting (III.B.1-16).

As evidenced by room utilization data, the number of portable buildings planned and purchased recently, and the use of the administration building foyer as a meeting room for Board meetings and other all-campus functions, Norco has been and continues to be in rapid growth mode.

In general terms, the planning processes in place will assure effective utilization of facilities at Norco Campus. Although in spring 2006 the Board of Trustees approved a capital planning process that clearly indicates the role of the campuses, the exact relationship between the district planning process and the role of campus facilities planning groups is still evolving. The strategic planning process is fairly new, and campus decision-making groups have been working hard to determine the nature and extent of their duties and responsibilities.

The architectural firm hired to assist Norco in developing its Long-Range Educational and Campus Master Plan will engage in dialogue and coordinate with the locally driven strategic planning groups charged with input into facilities planning. All members of the NAPC will be working with the consultants on the Long-Range EMP in order to assure effective integration of all facilities planning components with district and local strategic planning processes.

PLANNING AGENDA

- Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning.
- Collaborate with educational master planner (STRATUS) and architectural

firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Facilities Master Plan for Norco Campus.

- Using current and future facilities plans, continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase.

III.B.1.b. The institution assures that the physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTIVE SUMMARY

Norco Campus facilities personnel meet regularly to address issues of proper access and safety at all locations where programs, services, and courses are offered. Facilities personnel also ensure that security issues are addressed and coordinated with College Safety and Police. In terms of strategic planning, the Physical Resources subcommittee of the Norco SPC also meets on a regular basis to develop a physical resources tactical plan aligning emerging academic and service needs and requirements with emerging facilities.

In summary, their responsibility is to present solutions that lead to a more healthful learning and working environment (III.B.1-17, III.B.1-18).

Through a process of dialogue with her cabinet and appropriate campus constituencies, including the NSPC and its Physical Resources sub-committee, the Norco Campus president reviews the existing facilities both on- and off-campus to identify room use and effective utilization of all buildings

and grounds. This information is summarized and sent to the district, where it is compiled into a district facilities utilization report, which is forwarded to the state Chancellor's office (III.B.1-19, III.B.1-20).

By means of shared operations at the district and campus levels (see also standard III.B.2.b.), Norco Campus assures safety, security, and access to its facilities, specifically utilizing the following means:

- All blueprints and designs for new buildings (credit course facilities) are submitted to the Division of the State Architect (DSA), which provides oversight for the design and construction for all California K-12 schools and community colleges (III.B.1-21). New buildings and major remodeling of on-campus buildings are designed to meet all applicable state and local codes.
- A work order system (called *Footprints*) for all routine maintenance requests exists to support any campus employee who requests repairs or replacements. This information is logged electronically (III.B.1-22).
- The Director of Plant Operations and Maintenance has a scheduled maintenance list developed in conjunction with the district. The list assures that roofs, heating and cooling systems, fire suppression systems, and similar safety equipment are replaced or upgraded in a timely manner (III.B.1-23).
- Facilities undergo regular inspection through on-campus bi-monthly safety/quality control walks performed by the Norco Campus Director of Plant Operations and Maintenance.²³ (III.B.1-24).

²³ The District Facilities Planning Office used to be in charge of this process, and generated a list of safety, infrastructure, environmental, and grounds concerns that were prioritized and acted upon (III.B.1-24). The list included repairs and/or replacement items. This

- Any problems found during quality walks are logged electronically using *Footprints* (suspended since 2005) (III.B.1-24).
- Safety hazards problems receive the highest priority in terms of finances and response time.
- The Disabled Student Programs and Services program (DSPS) assists faculty and staff in ensuring that each classroom has the appropriate physical and technical equipment (e.g., tape recorders, Braille readers/writers), furniture, and personnel (e.g., sign translator for the deaf) to support participation and learning for all students needing assistance in the varied educational environments existing on campus²⁴ (III.B.1-25).
- An on-campus audit for accessibility was conducted by the state Chancellor's office in early February 2007.
- College credit classes held at off-campus sites must meet the standards of the Field Act.
- Emergency information is posted in public locations throughout the campus buildings and bulletin boards and at all off-site locations so that staff and students know what to do in the event of an emergency such as earthquake or fire.
- Blue light safety/emergency systems are installed throughout the campus so that staff and/or students may alert police of any potential problems on campus.
- At the Norco Campus, remodeling of the Early Childhood Education Center included improvement of safety features (surveillance system). In addition, a "floating floor" was installed in the Multipurpose Activities Building to support student safety and quality of instruction, where activities classes had been previously conducted on a concrete floor (III.B.1-26).

The buildings from Phase I of Norco's build-out have just passed their 15th birthday, and are now covered under the Deferred/Scheduled Maintenance Plan with the State of California. The institution's Five-Year Construction Plan includes upgrades to building features such as roofs, automatic doors, carpet, interior and exterior paint, and restrooms (III.B.1-27).

District security officers assigned to the campus provide professional services and safety assistance to students, faculty, and staff. Though campus assignments and schedules of police officers are decided at the district level, the Norco Campus has a College Safety and Police office and participates in the district-wide, 24-hour, central dispatch system. Off-site locations are served by the nearest police department via the 911 emergency systems.

Credit classes are also housed off-campus in public and privately owned buildings that meet most of the same stringent local and state codes as the on-campus site. However, owners of off-site locations are responsible for their maintenance and security. Suitability of off-site locations is evaluated by the Dean of Instruction and/or the Vice President of Educational Services, who also implements and oversees off-site contracts. Currently, the dean or vice president asks department chairs to provide instructor feedback regarding the sufficiency and adequacy of off-site locations. When specific

responsibility was decentralized to the campuses in 2007.

²⁴ In the spring of 2007, using Measure C funds, the District anticipates beginning a second comprehensive review of all facilities for compliance with ADA regulations, in accordance with state mandates. Phase one of this program began in 2002 and is nearing completion. Phase two is currently in the planning stages.

facilities improvements are recommended by faculty or students, corrections are made as feasible.

SELF-EVALUATION

The standard is met. District and campus procedures and policies are in place to assure access, safety, security, and a healthful learning and working environment.

The director of Plant Operations and Maintenance at the Norco Campus has established and maintained effective procedures to ensure that the selection, maintenance, inventory, and replacement of faulty and/or needed facilities equipment are accomplished in a regular manner that supports the programs and services of Norco's students and staff.

The current maintenance and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra-curricular activities are provided with the facilities and equipment needed on the Norco Campus. Campus roads and parking

lots are well lit and maintained and provide secure passage for all drivers and pedestrians. In addition, a city bus comes onto the campus during the day for students needing public transportation.

Norco's director of Plant Operations and Maintenance conducts local walks every two weeks. Procedures for reporting results have yet to be standardized. Specifically, Norco Campus needs a locally developed and managed comprehensive checklist of items to assess for quality and safety, schedules for assessment and repair, record keeping, training needs, and identification of qualified personnel. The checklist for safety/quality control walks should also include ADA and access issues criteria.

PLANNING AGENDA

- Establish a campus safety committee.
- Develop local protocols for safety/ quality walks.

List of References

III.B.1-1	Phase II Facilities Master Plan, Norco
III.B.1-2	Phase III Facilities Master Plan, Norco
III.B.1-3	Five-Year Construction Plan, RCCD: <i>RCCD Fact Book</i>
III.B.1-4	Minutes, Technology Subcommittee meeting: Spring 2005
III.B.1-5	Norco Academic Master Plan
III.B.1-6	Board minutes: consultant contract for "Long Range Educational Program, Growth, and Capital Plans"
III.B.1-7	Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco
III.B.1-8	Student Support Services Center task force: sample agenda
III.B.1-9	Schedule of classes, spring 2007, Norco Campus section
III.B.1-10	Off-site Locations 2006-2007
III.B.1-11	Copy, JFK partnership agreement
III.B.1-12	Copy, Contracts for portables
III.B.1-13	Upgrade contract for ECE building Norco; contract for floating floor in Multi-purpose Building
III.B.1-14	Contract to resurface/build new parking lots

- III.B.1-15 NORESKO EMC (environmental) project: plan, report
- III.B.1-16 Board meeting minutes (segment) of 2/20/2007 showing approval of Long-Range Educational master Plan for Norco (section IV-C-1)
- III.B.1-17 Sample minutes: Physical Resources subcommittee, NSPC
- III.B.1-18 Duties of Physical Resources subcommittee
- III.B.1-19 Norco Facilities Utilization Report: Brenda Davis, 2006-07 (*Fact Book*, pp. 347-52)
- III.B.1-20 District Facilities Utilization Report, 2006-07 (*Fact Book*, pp. 386-395)
- III.B.1-21 Division of the State Architect: <http://www.dsa.dgs.ca.gov/default.htm> ; sample report submitted to this division
- III.B.1-22 Sample "Footprints" work order - 2006-07, Norco Campus
- III.B.1-23 Scheduled Maintenance List
- III.B.1-24 Sample Safety-Quality Control Walk List
- III.B.1-25 DSPS facilities request for classrooms or DSPS Center
- III.B.1-26 Contract for floating floor in Multipurpose Building
- III.B.1-27 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*, pp.381-396.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

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.

DESCRIPTIVE SUMMARY

In June 2006, the RCCD Board of Trustees approved a Five-Year Capital Construction Plan 2008-2012 (III.B.2-1). This document indirectly links district physical plant development with Norco Campus's educational goals and its local capital planning process. The local capital planning process is driven in turn by the NAMP (see discussion in standard III.B.1.a above) and the district/campus Facilities Master Plan. Based on the NAMP, which contains facilities, equipment and staffing requests provided by instructional, student services and administrative units, the Facilities Master Plan

provides a direct link between facilities and the campus's educational goals.

Capital projects needed to support specific program/discipline goals are initiated at the discipline level through annual and comprehensive program review, evaluated by the appropriate department, and forwarded to the Physical Resources subcommittee and/or the NSPC for final recommendation to the campus president and her cabinet, who convey the Norco project requests to the District Strategic Planning Council (DSPC). Upon approval by the DSPC, the item is forwarded to the chancellor for consideration and presentation for action by the Board of Trustees (III.B.2-2).

Certain projects that preceded the establishment of local approval processes followed a different process. Recent capital projects falling into this category include the John F. Kennedy Middle College High

School; the Network Operating Center (NOC); and the chemical storage building (III.B.2-4, 5-7). These projects were either required in order to comply with state and/or federal regulations, assure reliable delivery of district operations, or represent a district-based initiative.

As part of its capital development process, the district must complete an initial project proposal and final project proposal for state funded projects, which are delivered to the state community college Chancellor's office for review and approval (III.B.2-8). All proposals must include operating costs, including utility cost estimates and classified staff requirements.

The district formula for determining "total cost of ownership" includes such items as:

- capital investment
- operating costs
- short/long term requirements of facility or equipment
- debt service, if any
- ownership of equipment or facility vs. renting or leasing
- useful life and salvage value
- scheduled or deferred maintenance.

In spring 2007, the district created a Maintenance and Operations Task Force. This group is expected to provide recommendations in the following areas:

- building maintenance standards
- maintenance and operations staffing level benchmarks based on variable factors such as assignable and gross square footage; FTES; student and employee headcount; and space utilization ratios
- Training and development of maintenance and operations staff.

SELF-EVALUATION

The standard is met. Norco's long-range capital plans support campus improvement goals and reflect district projections of the total cost of ownership of new facilities and equipment.

While the district has procedures in place to work with the campus to assure that the institutional goals are supported (using the NAMP and NSPC), the procedures are new and their effectiveness is only beginning to be evaluated. The institution will soon improve strategic facilities planning by developing a mid-range financial model that will earmark operational resources using the base budget and the new budget allocation model currently under consideration (see standard III.D.2.a.). Such a model is needed to assure maintenance of district assets, achievement of safety benchmarks, and appropriate support for instructional or student services whenever new capital facilities are constructed.

PLANNING AGENDA

- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level.
- Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The district's Facilities Planning, Design, and Construction Office has primary responsibility for oversight and coordination of the planning of all major capital outlay projects. At the campus level, the Norco Strategic Planning Committee (NSPC), particularly the Physical Resources subcommittee, engages in dialogue to assure that all constituencies' needs are taken into consideration.²⁵ Strategic planning is informed by the Norco Academic Master Plan (NAMP), which is developed by department chairs and administrators, using discipline and student services program reviews. The NAMP document ties physical resources needs directly to student learning. In this way, planning, building, maintenance, replacement, and upgrades support programs and services at Norco Campus.

Initially, each campus academic or non-instructional unit identifies its resource needs by means of comprehensive discipline, student services, or administrative unit program reviews conducted on a systematic four-year cycle, supplemented by annual program updates. The process of facilities planning is as follows:

- Department chairs communicate academic resource requests to the Norco Academic Planning Council (NAPC).
- The NAPC will prioritize facilities needs for each department and make recommendations to the Norco Strategic Planning Committee (NSPC).

²⁵ From early in Norco's history, facilities needs and design decisions have been informed through dialogue. The Norco Site Committee, the precursor of the NSPC, had committee membership which included faculty, administrators, staff and student representation. The tradition established there has been carried into the new strategic planning structure.

- For non-instructional programs and units, requests are sent to the NSPC through the newly created Administrative Planning Council. A similar planning council has been established to prioritize student services program needs.
- The NSPC forwards its recommendations to the campus president.
- The president and her cabinet then communicate physical resources requests to the appropriate committees at the district level, particularly to the District Strategic Planning Committee.

An example of the effectiveness of the strategic planning process is the Student Success Center building project. All campus constituents voted unanimously for this building, and it is the first major project to be developed through the district and local strategic planning processes. This building is now part of the Five-Year Capital Construction Plan and currently in the design stage.

In order to integrate physical resource planning with institutional planning more fully, and to prepare for the transition from campus to college, the district has funded the hiring of an educational master planner and an architectural firm to assist Norco Campus in the creation of a Long Range Educational and Campus (Facilities) Master Plan. [Please see the discussion in the descriptive summary for standard **III.B.1.a** above (III.B.2-9)]. This master plan will utilize information from the NAMP, NSPC, comprehensive instructional and non-instructional program reviews, annual program review updates, and other sources, and will be guided by Norco's institutional goals.

The district conducts assessment of the effective use of physical resources in several ways. The Facilities Planning, Design, and

Construction Office conducts an annual review and assessment of the effective use of each campus's facilities (III.B.2-10). This review process:

- is based on state-mandated compliances in areas such as AQMD regulations, elevator permits and usage, compressors, and back flow devices;
- includes assessment of work orders; classroom effectiveness; utility usage including gas, electric, water, and waste disposal; and district vehicle maintenance, repair and gasoline consumption;
- provides a means by which to evaluate and monitor existing space;
- uses its results to project future allocated funds to be used for operations, supplies, and utilities.

The campus receives facilities and equipment funding, and scheduled maintenance, through state block grants, measure C, state construction and general unrestricted funds (III.B.2-11).

At the campus level, the director of Plant Operations and Maintenance conducts facilities assessment by preparing room utilization reports (III.B.2-12).²⁶ Faculty members also perform informal facilities and physical equipment assessment through observation and report back to their department chairs. Department chairs assess and prioritize campus-wide facilities requests made via discipline program reviews and annual program review updates, and then communicate these facilities requests to the Physical Resources subcommittee of the Norco SPC.

Evaluation of facilities is thus integrated into the planning process and the Norco

Academic Master Plan through program review (as discussed above), department requests, and independent facilities assessments by the director of Plant Operations and Maintenance, and reports from the Norco SPC and Physical Resources subcommittee. In future, these evaluative processes will inform the new Norco Facilities Master Plan.

SELF-EVALUATION

The standard is met. The current system of identifying and communicating physical resource needs through comprehensive discipline and non-instructional program reviews and annual campus-based program review updates, with collaboration by the Physical Resources subcommittee, and of integrating these processes into the Norco AMP, is a strong model for physical resource decision-making driven by program needs.

The strategic planning processes appear to be working to integrate planning and institutional goals more effectively as evidenced by the development of Student Success Center. The Physical Resources subcommittee of the Norco SPC actively investigated the need for a Student Success Center, and all campus constituencies have engaged in discussion and dialogue about its concept and design. It is evident that effective dialogue throughout the strategic planning process has resulted in clearer communication among all appropriate constituencies, leading to more effective resource integration and elimination of redundancy.

PLANNING AGENDA

- Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Campus (Facilities) Master Plan for

²⁶ As of spring 2007, Norco Campus had a classroom utilization ratio of **77 percent** for on-campus classrooms (III.B.2-13).

Norco Campus, ensuring that it is driven by, and integrated with, the

NAMP.

List of References

- III.B.2-1 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*, pp. 381-396.
- III.B.2-2 *Strategic Planning Process, 2001-2006*
- III.B.2-3 RCCD Capital Planning Process Diagram, *Fact Book*, pp. 381-396.
- III.B.2-4 District/Norco project proposals for JFK Middle College High School (refs #3-6 in *Fact Book*, pp. 381 ff.)
- III.B.2-5 District project proposal for NORESKO EMC -see #4
- III.B.2-6 District/Norco project proposal for Network Operations Center - see #4
- III.B.2-7 District/Norco project proposal for chemical storage building - see #4
- III.B.2-8 Sample District Initial Project Proposal and final Project Proposals
- III.B.2-9 Board minutes, copy of consultant contract for Long-Range Educational and Campus Master Plan
- III.B.2-10 Sample Facilities program review
- III.B.2-11 Sample RCCD block grant
- III.B.2-12 Data report sample Norco room utilization
- III.B.2-13 Spring 2007 Norco room utilization ratio (D. Dieckmeyer)



STANDARD III.C
Technology Resources

STANDARD III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

Norco Campus manages its technology services and support through the following district-level departments:

- **Academic Information Architecture and Web Services**
Academic web-server management, systems management, accessibility standards, web policies, practices, and procedures related to faculty, academic and instructional program websites (III.C.1-1).
- **Information Services (IS)**
Computer, network and information technology including administrative systems (DATATEL/Colleague software suite), data center operations, district help desk, microcomputer support, network administration, and telephony (III.C.1-2).
- **Open Campus**
Responsible for technology-mediated instruction and faculty technology training including distance and online class

software (III.C.1-1). Technology training is currently a district supplied service through the Office of Institutional Effectiveness.

- **Instructional Media Center (IMC)**
Instructional media support including audio, video, video-conferencing, and classroom projection systems (III.C.1-3, III.C.1-4, III.C.1-5).
- **Library Technology**
District-wide online library catalog, e-books, streaming media materials, online periodicals, videotapes, microfilm, and assistive media technologies (III.C.1-6).
- **Learning Support Services**
Includes Disabled Student Services, Computer (CIS) lab, math lab, Writing and Reading Center lab (III.C.1-7).
- **Public Relations**
Provides and maintains website infrastructure for the district and campuses, including online catalog, schedules of classes, and other online college publications (III.C.1-3).
- **Facilities**
Workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and

assistive facilities for disabled students. (III.C.1-1).

Open Campus, Academic Information Architecture, and Public Relations are entirely district functions. Information Systems, IMC, Airey Library, Learning Support Services, and Facilities have one or more full-time staff at the Norco Campus. Library and IMC staff report to the Norco Campus Assistant Dean of Library and Learning Resources.

- IMC has one full-time and several part-time employees sited on the Norco Campus.
- Norco Campus has a full-time instructional support specialist (reporting directly to the Norco Assistant Dean of Library & Learning Resources) responsible for training faculty and staff as needed on an ad hoc basis, by appointment, or through FLEX workshops. This specialist serves as a member of several college committees to assist Norco in improving current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.
- Front-line support to the Norco Campus user community (students, staff, faculty, and administration) is provided primarily by two full-time members of the Information Services Microcomputer Support group assigned to the Norco Campus. These staff members work under the direction of the district's Information Services office and are responsible for handling work orders generated through the IS Help Desk, as well as the ongoing maintenance and upgrades of desktop hardware and software for both administrative and academic computing. This Norco-based IS team interacts with the campus Instructional Media Center (IMC) and instructional depart-

ments to ensure a useful and appropriate link at the campus. The on-site team interfaces with other IS district staff to ensure district and campus hardware and software standards are met.

Network Administration and Telephone Group are located on the Riverside City College campus; staff in the operations centers at that location provide remote monitoring and routine management of the networking infrastructure and PBX/VoIP phone system. Technicians and engineers are dispatched to the Norco Campus as needed for on-site maintenance or troubleshooting; the microcomputer support specialist provides assistance in conducting initial on-site diagnostics. Both the District Help Desk and the Administrative Systems group support the Norco Campus community from their respective locations at the Riverside City Campus.

Academic Information Architecture and Web Services provides the following services from its district office:

- District-wide assistance to academic departments and programs and individual faculty in the development of websites, and provide input related to e-learning strategies.
- Oversight of system management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring.
- Management of academic web-servers including the assignment of server space and creation of individual system accounts.
- Web policies, practices, and procedures related to faculty, academic and instructional program websites. (III.C.1-2).

The **Information Services Group** (IS), which has administrative oversight of the district-wide information infrastructure and

its supporting components, provides computer hardware, software and network support to the Norco Campus.²⁷ The IS Group is organized into the following service and support areas:

- Administrative Systems (DATATEL/ Colleague software suite)
- Data Center Operations
- District Help Desk
- Microcomputer Support
- Network Administration
- Telephone Group (III.C.1-1).

The **District Help Desk**, as mentioned above, operates from a central location on the Riverside City College campus. Its purpose is to provide a centralized system for addressing incoming help desk requests and distributing work assignments as appropriate, including:

- Desktop support
- Laptop support
- Open Campus assistance requests
- Network support
- E-mail support
- Campus lab support
- WebAdvisor
- Wireless access (III.C.1-1).

Open Campus is responsible for all aspects of online and distance education at the campus and district levels, including:

- Online, hybrid and web-enhanced course set-up and maintenance, upgrades and training, backup and implementation, in conjunction with the host provider (Web CT/Blackboard).
- Online support training including use of web page publishing software, streaming media software, and peripherals via

one-on-one training, FLEX workshops, and hybrid academy.

- Maintenance of servers and software licenses for online related instruction (III.C.1-2).

Open Campus also provides support for many other software applications such as Excel, PowerPoint, Camtasia, and a wide variety of software applications that support the instructor in and out of the classroom.

The **Instructional Media Center's** primary purpose is to provide instructional media support to academic programs. IMC supports audio-visual equipment in classrooms as well as videoconferencing services. Primary areas of responsibility include:

- Audio-visual equipment delivery to classrooms and conference/meeting rooms
- VIP media requests
- Service and repair of media equipment
- Video conferencing
- Satellite downlinking
- Streaming media
- Assistance with new equipment acquisition, installation, and training of faculty/staff (III.C.1-4).

IMC provides technical assistance and media production services in the following formats: video, audio, graphics and animation, digital imaging, scanning, digital photography, and PowerPoint presentations. IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by the Campus in cooperation with city, county, civic and community agencies.

Library Technology. Adaptive equipment and software are available to assist disabled students in the learning process. The printers and copy machines in the library are on

²⁷ The Microcomputer Support Specialist is permanently assigned to the Norco Campus. Other functions are handled at the district IS location.

maintenance contracts enabling parts, hardware and software to be replaced without additional charge. Norco IS technicians maintain student and staff computers (hardware and software) and update all the software and security packages. Multimedia equipment in the library, including televisions, DVD players, VCRs, is secured to tabletops to prevent theft.

In addition to these major technological resources, Norco students are provided access to two district library websites, LAMP (<http://library/rcc.edu>) and the IMC (<http://imc.rcc.edu>). LAMP is an online resource for all students in the district which includes the district online catalog, e-books and streaming media titles, electronic course reserve materials, district-wide subscription databases, tutorials and library guides. Details of equipment, materials and support services for the library are discussed in Standard II.C (III.C.1-2, III.C.1-6).

Learning Support Services. Norco Campus maintains several classroom laboratories equipped with appropriate and sufficient hardware and software designed to enhance the operation and effectiveness of the institution. These include: 3 CAD computer classroom/ labs; 3 CIS computer classroom/ labs; one lab each for math, art, language media, assessment/testing, chemistry and biology; and a general purpose computer classroom. Mobile computer equipment is also available: a mobile physics lab and Apple wireless computer cart for physics, 2 Gateway classroom laptop carts, and a mobile electronics lab.

The IS staff at Norco Campus makes every effort to protect the software and equipment on its computer systems. Computer workstations are installed with the most updated software available; administrative, staff and faculty computers are configured to download the most updated versions of

Trend Micro anti-virus and registry protection software to avoid time-consuming repairs. All academic computers in classrooms that are linked to the Internet also contain anti-virus software. District Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment. (III.C.1-9).

The Technology Resources subcommittee of the Norco Strategic Planning Committee (NSPC) is developing a campus-based technology standards and processes document that addresses the ongoing need for providing enhanced facilities, hardware and software to meet teaching and learning needs, campus-wide communications, research, and campus operations (III.C.1-10). The goal of this document is to provide guidelines for the ongoing analysis and prioritization of hardware, software, services and facilities needs anticipated by Norco Campus departments and programs.

In the fall of 2005, the Technology Resources subcommittee surveyed faculty, administrators and staff to determine their immediate technology needs (III.C.1-11, III.C.1-12). Based on the results of this survey, the committee was better able to prioritize technology needs so as to incorporate them into the proposed campus technology standards and processes document (III.C.1-13).

SELF-EVALUATION

The standard is met. Norco Campus provides appropriate support to faculty for research and course development and/or maintenance; to students for learning activities; and to staff and administration for the performance of their job duties. Academic Information Architecture, Information Services, Open Campus, IMC, Library Tech-

nology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services and support to maintain and enhance the operation and effectiveness of the campus.

Technology surveys conducted in fall 2005 indicate that 64 percent of staff, faculty and administrators agree that Norco Campus is providing adequate technology; 87 percent of faculty members believe that the software provided meets their needs inside and outside the classroom. Some staff suggested various types of hardware that would improve or enhance teaching. (III.C.1-13).

Fortunately, as a result of previous equipment requests from departments and personnel, in fall 2005 all faculty received new computers in their offices; as a result, a recent accreditation survey conducted in March 2007 confirmed that 82 percent now agree that the computer equipment in their offices is adequate. In March 2007 73 percent of faculty agreed that the software and network connections are adequate in their classrooms. However, it remains difficult to keep up with faculty and student needs given the rapid pace of technological change.

PLANNING AGENDA

- The Norco Technology Resources subcommittee will continue to engage in dialogue about technology standards and processes in order to create a guideline for future technology upgrades and purchases.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

The district and Norco Campus provide quality in-house training in technology and its applications to faculty and staff on a regular basis. Norco's administration and Instructional Support Services (ISS) staff are committed to the provision of ongoing quality training through flex activities and other staff development opportunities as needed throughout the year. When new software is introduced to facilitate fiscal, purchasing, enrollment, classroom management or any other district/campus process, district experts in Information Services implement a thorough training plan for the campus staff. (III.C.1-14).

Faculty members receive training as requested when new software or equipment is installed, as well as through ongoing and FLEX day workshops (III.C.1-15). At the district level, online instructors receive extensive training and support through the Open Campus Faculty Innovation Center²⁸ (III.C.1-16). Although the district Open Campus office is responsible for training faculty in basic use of the Web CT platform and hybrid/online course management, training in supplemental tools (such as podcasting and Tegrity) is available at Norco from Instructional Support Services staff (III.C.1-16). Additional training in methods and techniques for effective online teaching is provided by faculty with appropriate experience and expertise.

²⁸ Open Campus trains faculty to use the Web CT course management system through mandatory attendance at a one-day Hybrid/Online Academy. These Academies are offered on a regular basis throughout the year. In addition, the Innovation Center schedules regular workshops and one-on-one appointments to train faculty in the use of Office and Adobe products/software suites, open source software, streaming media technologies (audio, video, and iTunes/mp3 services) and software, CD/DVD editing, Dreamweaver, Grade book, and the like.

The district also provides training for all employees on system-wide technology upgrades (III.C.1-14). The Help Desk supports faculty and staff by forwarding requests for in-person or on-site assistance to Norco ISS staff. Instructor training in the use of Web Advisor, the district's online enrollment management site, is ongoing through regularly scheduled sessions on Norco Campus or one-on-one sessions with a district applications support specialist. Other district services provided locally on the Norco Campus include:

- IMC equipment training/support for faculty and staff
- Application support staff training in Datatel, Resource 25, and a variety of student and record management applications
- Workshops for faculty on compliance of online and traditional course material with section 508 of the Federal Rehabilitation Act and with ADA requirements.

As mentioned above, Norco faculty members experienced in online instructional methods and techniques provide technology-related training to other faculty. For example, during winter 2006, a Norco Campus faculty member in the humanities provided a five-week series of workshops in methods and techniques for effective online teaching and in distance education course design for new online instructors. Both Norco and Riverside faculty participated in these workshops (III.C.1-17). At campus-wide Norco faculty meetings, faculty members in science, math, social science, humanities and many other fields have shown examples of their online courses or of how they use new software such as Tegrity in their classroom.

In spring 2006, a Norco faculty member created an *Online Faculty Handbook* which was

promoted and endorsed by the Norco Faculty Senate. This handbook offers useful technical advice for online instructors, and also describes best practices for online course design (III.C.1-18). The *Online Faculty Handbook* has been widely distributed to Norco Campus faculty and shared with district deans, the district vice chancellor, and the Board of Trustees (III.C.1-19).

The Norco ISS specialist and outside vendors demonstrate the use of many new kinds of software and hardware at faculty and staff meetings or through one-on-one training. Norco's ISS specialist has most recently provided training in podcasting and Tegrity for instructors to enhance their online and face-to-face course content and delivery (III.C.1-16). For general staff and faculty needs, Norco instructional support staff provide training as requested in Adobe, Microsoft Windows and Office applications, webpage technology and development, Tegrity, podcasting, graphics, electronic grade books, classroom management systems, hardware, scanning, OCR recognition, Web Advisor, database and spreadsheet development.

Quality training in the application of information technology is also available to Norco students to meet a variety of learning needs. Specifically:

- The Norco math discipline has developed a video tutorial for students enrolled in online math courses (III.C.1-20).
- Weekly library orientations and workshops instruct students about district policies on appropriate internet use, remote access procedures for electronic resources, and conducting research using electronic databases and websites, including instruction in the use of citation and essay writing tools available online (III.C.1-21).

- The Transfer Center in the Student Services department provides training in a variety of software to support students' career and educational goals.
- The Writing and Reading Center (WRC), Computer (CIS) and math labs, and language lab provide students with basic training in Microsoft Office and internet software to assist them in completing their course work successfully.

The district Disabled Students Programs and Services (DSP&S) unit modifies teaching materials for use with disabled students and assists with campus-wide communication and college-wide events such as convocation and graduation. DSP&S conducts ongoing assessment of needs related to specialized technology and works in collaboration with the district and its campuses to ensure ADA access compliance. DSP&S provides the following adaptive technology assistance to Norco Campus students and staff:

- A district DSP&S specialist visits the campus weekly to train students on adaptive software and hardware. The specialist also provides student lab assistants and training on adaptive software/ hardware for Norco faculty on site as needed.
- With assistance from DSP&S through Open Campus, instructors may create section 508 compliant web pages using Dreamweaver and Frontpage; perform webpage accessibility verification with ACCVerify/Repair; and receive training in mp3 creation using TextAloud.
- Students with print disabilities receive e-text access training on WYNN and ReadPlease.
- Students with mobility impairments are trained in the use of Dragon NaturallySpeaking.
- Visually impaired students receive screen-reader training using JAWS and

OpenBook; those with low vision impairment are instructed in the use of ZoomText (III.C.1-22).

Site licenses have been purchased for the core assistive software programs detailed above, and computer stations equipped with these specialized programs are available in the library, the CIS/math lab, the Writing and Reading Center, the language lab, the Student Assessment Center, and in the DSP&S Center.

SELF-EVALUATION

The standard is met. Norco Campus makes appropriate technology training available to all students, faculty and staff who need assistance and support. The campus has the goal of providing effective and quality training to students who use technology in their courses or research work, including an array of services to students with special needs.

The results of a 2005 Norco Student Computer Skills Survey conducted by faculty in the BEIT department suggested that students were interested in further training in how to use wireless internet communications on campus. This issue has been resolved (III.C.1-13.). The faculty and staff technology surveys indicated that while most faculty and staff are satisfied with the quality of the technology training provided, there is a need for a broader range of technology training on site at the Norco Campus.

Currently, technology training at Norco is limited by lack of space; this need is being addressed by the inclusion of a Faculty Innovation Center in the Student Success Building.

The Technology Resources subcommittee of the Norco SPC also recognizes the need for

an overall RCCD technology standards and processes document in order to prioritize and act upon facilities and software requests, as well as training for staff and faculty in the effective application of technology to enhance student learning.

PLANNING AGENDA

- Use the strategic planning process and the Technology Resources subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus.

Standard III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

RCCD Information Services and Norco Campus work closely together to meet the technological needs of the campus using a variety of funding sources. As a team, they strive to maintain high quality technology services at Norco, upgrading and replacing infrastructure and equipment to serve student, staff and faculty needs and the campus technology mission.

DISTRICT RESPONSIBILITIES AND INFRASTRUCTURE PLANNING

Information Services' Network Administration office provides all necessary components for a district-wide Cisco-based Gigabit Ethernet. This new district-based network equipment has provided increased bandwidth and a more reliable infrastructure. Campus internet service is provided by CENIC, a statewide ISP for educational institutions. Other services include:

- network services to all district offices and off-site locations;
- free wireless Internet service to any registered student, staff or faculty member at each campus
- centralized security and intrusion detection, anti-spam filtering, and network monitoring to insure a reliable, secure network environment
- planning, implementation and maintenance of appropriate solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs (III.C.1-24).

Network Administration office is currently working with the Norco Strategic Planning subcommittees to build a Network Operations Center on the Norco Campus in 2007. This NOC will house an independent server for the Norco Campus. At present, Norco Campus has a DS3 Internet connection to the Riverside City College campus, which is the main portal to the internet.

Information Services' Administrative Systems office is responsible for the implementation and support of the district-wide Datatel administrative system suite (Colleague and Benefactor) and related software packages.²⁹ Currently, the district supports and maintains licensing on the entire suite of Datatel modules (Student, Financial Aid, Finance, Advancement and Human Resources). The institution is currently running version 17 of the software and is planning the implementation and migration to version 18 in 2007-2008 (III.C.1-24).

²⁹ Colleague is a comprehensive, academic management system used by Admissions and Records, Student Financial Services, Academics, Student Accounts, Matriculation, Alumni Foundation and other groups to facilitate the record keeping and reporting of student, faculty and staff activity and transactions in campus and district daily operations.

The Telephone Group is also district based and administered through Information Services. It maintains a centralized telephone system for the entire district. Currently, this is a NEC hybrid PBX capable of supporting the legacy digital system as well as Voice-over-Internet Protocol (VoIP) deployment. As new buildings are constructed or remodeled within the District, VoIP will be utilized, decreasing wiring and management costs. Telephone Group is also responsible for the planning, construction and maintenance of the district's cable plant and related technology infrastructure. Recently, to help facilitate long range cable and network planning, Information Services initiated a comprehensive review of all existing cable plant and conduit pathways. This information will be used in planning for each campus to ensure adequate infrastructure for future campus building phases (III.C.1-24, III.C.1-28).

NORCO TECHNOLOGY INFRASTRUCTURE AND PLANNING

Most classrooms on the Norco Campus are equipped with a TV, a DVD/VCR combination unit, flip charts, and an overhead projector. Classrooms are also equipped with ceiling-mounted data projectors which are integrated into an instructor console comprised of a portable computer cart with monitor and speakers. Computers and related peripherals have been replaced for classified staff as needed through non-instructional department funding; software has been replaced on a regular basis to meet district upgrades and institutional needs. All Norco faculty offices are equipped with a computer (desktop or laptop) loaded with appropriate and updated software, a printer, a telephone, and a variety of peripherals based on discipline needs and departmental requests.

As part of its mission to emphasize technology programs, Norco Campus has acquired a considerably upgraded and enhanced technology infrastructure over the past five years:

2000-2002

- Norco Campus used a one-time allocation of funds to purchase new Dell computers (approximately 400 replacement workstations) for staff and faculty offices and student areas (library, DSP&S, Tutorial and Assessment Centers).
- Upgrade of 8 administrative computers with 18" LCD monitors; purchase of 15" LCD monitors for Student Services front counter workstations; acquisition of 20 new computers for the Student Assessment Center.
- Purchase of 25 computers for a student general-use computer technology classroom; replacement of 36 computers/student workstations in the Drafting lab; the CAD lab / student classroom replaced 32 computer workstations with upgraded software; purchase of 37 LCD displays in for technology classroom.
- Purchase of Apple Wireless notebook cart with 16 iBook laptops for physics classes.

2003-2004

- 6 new servers for the CISCO network upgrade (installed in 2006); additional administrative workstations; high-speed scanner (counseling.); new printers (Student Services); new staff workstations (Transfer Center); widescreen laptops for engineering instructors.
- 70 replacement workstations for CIS, WRC, and CAD/CIS labs; 34 LCD monitors for general purpose computer classroom.

- 7 new all-in-one “profile” workstations for Airey Library; 16 laptop computers for TRIO/Upward Bound student checkout/use.
- iBook wireless cart with 20 iBook laptops and new Gateway mobile lab cart with 17 laptop computers for BEIT department courses and programs.

2005-2006

- 12 replacement administrative computers; widescreen laptops for administration and IS personnel; three tablet PCs for administration; printers for Student Services; server for library; new SATA storage system.
- 95 replacement computers for engineering program and CIS computer lab; 3D scanner for manufacturing program; 3 Apple MacBook laptops for instructional use; 13 computers for library; 70+ replacement student computers in classrooms.
- Mobile lab 30 Gateway laptops for faculty use; 60 replacement faculty computers and printers.

2006-2007

Technical support was provided via two allocations: one was for instructional equipment; the second was a career technical allocation.

- 35 replacement computers for BEIT classroom; Zbrush software; Adobe software upgrade; 30 computer monitors for a business classroom; memory modules; graphics adapters.
- 36 replacement computers for the Writing and Reading Center.
- Basic skills allocation for purchase of 6 (OHP) projection units for classrooms in the JFK Middle College High School building.

- 53 replacement computers for the Airey Library.

Norco Campus technology staff carries out regular computer maintenance, upgrade, and replacement tasks. Other duties include installation of hardware and software and user support. IT staff also troubleshoot and are responsible for warranty issues.

The Norco Campus capital asset inventory is maintained by the district’s Inventory Control Department (III.C.1-24). Technical equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control office.

SELF EVALUATION

The standard is met. It is the philosophy of Norco administration, and an integral part of the Norco Campus mission, that classrooms where technology is taught or used should maintain current hardware and software to stay up to date with the learning needs of Norco students. Norco has made every effort to replace and upgrade its technology infrastructure regularly, and a majority of its equipment is less than three years old.

The development of a campus technology standards and processes document will provide a systematic means of replacing and upgrading hardware and software at the Norco Campus. Funding for technology infrastructure at Norco Campus is primarily reliant on the availability of funding from the state making it difficult to stay on track given the fluctuation in state funding.

PLANNING AGENDA

- Develop systematic, scheduled evaluation and replacement processes and pro-

ocols to meet institutional technology needs.

Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

Standard III.C.1.c has explained the upgrading and purchase of technology resources over the past five years in order to support the development, maintenance, and enhancement of Norco Campus programs and services to meet student learning needs.

Allocation of technology resources is made by administrative decision after incorporation of input from faculty, campus technical specialists, and data from end-users; and on an “as-needed” basis, subject to funding availability. The Technology Resources subcommittee of the Norco SPC, using information from discipline program reviews and departmental budget requests, prioritizes the purchase of equipment in order to ensure equitable distribution and utilization of technology resources.

A secure technical infrastructure for Norco Campus is assured in multiple ways, as described in standards III.C.1.a. and III.C.1.c above. This includes physical protection of Norco technology resources; robust firewall and anti-virus software protection and maintenance of Internet and network linkages on all Norco computers; regularly scheduled remote systems maintenance; and responsible district and campus-based operational support staff. Additionally, a number of district Information Services and Norco-based IS and technology resources support the maintenance and enhancement of campus programs and services:

- Intercampus connectivity from Riverside to Norco operates via T-3 lines, with additional redundant T-1 connectivity wired through the Moreno Valley campus for failover purposes (III.C.1-24).
- Norco’s IS technicians participate in the Microcomputer Support group of the district Information Services division. They respond to Norco Campus-specific needs and provide on-site assistance to the Network Services group for network and web-specific troubleshooting.
- All Microsoft and academic software used at Norco is up to date.
- The on-site Instructional Media Center (IMC) staff provides faculty instructional media support including audio, video, video-conferencing, and classroom projection systems. IMC instructional media services supporting maintenance and enhancement of Norco technology resources also include:
 - **Service and Repair.** Includes a routine equipment maintenance schedule. Prior to the beginning of each semester, preventive maintenance on all IMC related classroom media equipment. Evaluation and repair of any equipment needing service.
 - **Equipment Acquisition.** Assisting faculty and staff with the acquisition of new media equipment and media technology for the classroom. Recommending equipment based on need, equipment specifications, and budget.
 - **Installation and Training.** Equipment installation including any necessary wiring. Training of faculty and staff on proper use of the equipment (III.C.1-4).
- The planned Network Operations Center to be built at Norco Campus will provide independent, upgraded server operations for the campus.

The technology infrastructure at Norco Campus is the responsibility of the district. Information Services identifies the major technological goals and direction of the district, including assessment of budgetary funding needs to maintain current technology and acquire new, state-of-the-art hardware and software (III.C.1-25). At the campus level, the IS staff implements decisions with support from administration. In addition, the IMC continually monitors the development of new instructional media and equipment, and takes responsibility for integrating emerging technology into the instructional environment it supports.

The district's Information Services office purchases Microsoft Windows operating system and Microsoft Office suite licenses for all district and campus computers. When possible, the district uses FCCC for purchases of software licenses. In addition, the FCCC has created a program for students and staff to purchase personal copies of software for work-related use at a reduced rate, while Dell and Apple offer discounts on their products to staff via the web (III.C.1-26).

The district's commitment to distance learning is accommodated through the use of the Web CT/Blackboard course management system and other web-based learning platforms. As explained in detail in standard III.C.1.a., Open Campus is responsible for technology-mediated instruction and faculty technology training across the district.

Open Campus supports the district infrastructure, allowing for delivery of technology-mediated classes. Effective distribution and utilization of distance education technology resources involves:

- **Servers.** Currently, Open Campus accommodates a production WebCt server

hosted in Canada by Web CT, a Web CT development server located on the Riverside City College campus, and a streaming media server hosted in Los Angeles.

- **Application Service Providers.** Open Campus licenses *Turnitin.com*, a leading online anti-plagiarism software service for all instructors throughout the district.
- **SIS Integration.** Open Campus obtains information on term deadlines, courses, instructors and students from Datatel, reformats it, and imports it into WebCT.
- **Reporting.** Open Campus provides reports for district administration, the State Chancellor's office, national organizations, and other constituencies.
- **Software.** Open Campus licenses assessment software (*Respondus, Study-Mate*), and ToolBook) used to create computer-based instructional programs for online course development (III.C.1-27).

Priorities for maintaining, upgrading, and purchasing new software are dependent on campus-based discipline annual program review updates provided to departments, which in turn identify goals and communicate technology resource requests to the Norco Academic Planning Council (NAPC), the Technology Resources subcommittee, and the NSPC. Department equipment requests are incorporated into the Norco Academic Master Plan, which becomes part of the district AMP.

SELF-EVALUATION

The standard is met. Norco Campus uses and distributes technology resources to support, develop, maintain, and enhance campus programs and services. Norco Campus and the district remain reasonably up to date technologically.

In recent years, the use of instructional technology and the Internet has become an essential tool for all disciplines. More faculty and students regularly utilize technology than ever before; thus, faculty staff and students have a direct interest in the decision-making process for technology resources allocation.

As a result, the Norco Campus is making a conscious transition from earlier informal processes to a formalized long-range planning process for the acquisition of technology resources. The Technology Resources subcommittee of the NSPC has clearly articulated the need for a Norco Campus technology standards and processes docu-

ment to assist in strategic planning and budgeting for technology resources. This plan will prioritize future technology goals and include an inventory of current technology hardware and software, with anticipated schedules for replacement or upgrade.

PLANNING AGENDA

- Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs.

List of References

III.C.1-1	Administrative and Finance functions map
III.C.1-2	Academic Affairs functions map
III.C.1-3	Chancellor's Office functions map
III.C.1-4	IMC Norco Purpose and Responsibilities
III.C.1-5	IMC Production Processes
III.C.1-6	Library Program Review
III.C.1-7	Sample Facilities report
III.C.1-8	IMC: http://imc.rcc.edu ; Norco IMC Operation Chart
III.C.1-9	Information Services report
III.C.1-10	Minutes: Technology Subcommittee; draft Norco Technology Plan
III.C.1-11	Norco Faculty Technology Survey
III.C.1-12	Norco Staff/Administration Technology Survey
III.C.1-13	Report on results of Norco Inland Empire Computer Skills Survey
III.C.1-14	E-mail notices and flyers announcing training for Resource 25 and Datatel
III.C.1-15	Flyers announcing WebAdvisor training for FT and PT faculty; Innovation Center calendar
III.C.1-16	E-mail announcements: training workshops in Tegrity and podcasting (D. Dieckmeyer)
III.C.1-17	E-mail announcements of Online faculty training workshops (B. Pavlis)
III.C.1-18	<i>Online Faculty Handbook</i> – B. Pavlis
III.C.1-19	Board minutes, Oct-Nov. subcommittee meeting, introduction of <i>Online Faculty Handbook</i>
III.C.1-20	Math video tutorial for online Beginning Algebra (Math 52) – B. Prior
III.C.1-21	Library Program Review
III.C.1-22	DSP&S list: adaptive equipment and software
III.C.1-23	Norco Technology Excellence Center proposal – D. Dieckmeyer

III.C.1-24	Administration & Finance Functions map
III.C.1-25	District Technology Master Plan
III.C.1-26	http://www.collegebuys.org
III.C.1-27	Open Campus Information Sheet
III.C.1-28	Norco Campus Center Telecommunications Survey (S. Gilson)

Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Technology planning and evaluation of resources are the responsibility of both the district and the individual campuses. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of technology resources. District-based entities (Academic Information Architecture, Information Services and its sub-divisions, Open Campus, and Public Relations) provide leadership and assistance to campuses in planning their resources. Hence, the process of requesting, planning, acquiring and maintaining new technology for Norco Campus is supported throughout at the district level.

At the individual campus level, there is a series of processes and evaluations used to assess and then upgrade or modify technology resources to ensure their effective use. For general institutional technology needs assessment, Norco Campus follows a variety of established procedures:

- In purchasing new technology to meet administrative computing requirements, the Norco administration is guided by end-user input and the appropriate support department within the district's Information Services group.

- Hardware purchases for the Norco Library are approved and specified by the assistant dean, library faculty and staff.
- In the case of vocational programs, technology requests incorporate the input of industry advisory committees when appropriate.
- Large purchases, such as projects which are significant enough to require competitive bidding, may involve the oversight and support of the Purchasing office (district), the Administration and Finance office, and the guidance of a number of district-wide committees—formerly the district Technology Equity and Access Committee and now the District Strategic Planning Committee.

Academic purchasing decisions generally originate with a request from faculty. For academic computing at the Norco Campus, either individual faculty members or an instructional discipline may initiate a request for new equipment or upgrades through their academic department, often with the assistance of IS staff.³⁰ These requests are reviewed and prioritized in departmental

³⁰ Initially, the annual program review update process evaluates whether technology needs are being met for individual disciplines and programs. A more comprehensive evaluation takes place through the four-year program reviews conducted by instructional and non-instructional units at the district and campus level. The recommendations from these program reviews and updates are communicated by discipline faculty to the departments.

meetings, then communicated to campus administration. Prior to deciding the disposition of a request, Norco administrators usually seek the guidance of the Norco Strategic Planning Committee (NSPC), the Technology Resources subcommittee,³¹ the Norco Academic Planning Council (NAPC), and the Academic Senate, particularly when multiple requests are competing for available funds. Also, technology resource requests are incorporated each year by the departments into the Norco Academic Master Plan, with input from the NAPC and the NSPC.

Once approved, new technology proposals are reviewed by the district Information Services group or the Instructional Media Center at the Digital Library. For hardware purchases, the district staff develops detailed technical specifications and pricing which are used to acquire the requested technology (through competitive bidding if appropriate) through the district Information Services Group and district Purchasing office.

Through the process of informed recommendations and decision-making at the campus and district levels, technology planning is integrated with institutional planning at Norco Campus.

SELF EVALUATION

The standard is met. Technology planning and decision-making take place at many levels within the campus and the district to ensure that the proper technology resources are available for the Norco Campus. A system has been developed to ensure that all requests for additional equipment or software are researched and analyzed.

³¹ The Technology Resources subcommittee has as its primary task to evaluate and recommend appropriate use of technology equipment for both administrative and instructional enhancement and efficiency.

PLANNING AGENDA

None



STANDARD III.D
Financial Resources

STANDARD III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY

The district Academic Master Plan (AMP), updated in 2005, reflects the mission and goals of Norco Campus inasmuch as this document serves as one of the primary elements for financial planning at both district and campus levels (III.D.1-1).

The district Academic Master Plan, founded on the district's mission and goals, is comprised of the Academic Master Plans of each of the three campuses in the district. The Norco Academic Master Plan (NAMP) is compiled annually with recommendations from all Norco academic departments and programs (III.D.1-2). These recommendations are based in turn on instructional, student services, and administrative unit program reviews and annual program review updates. Supplementary reports and surveys supplied by the district's Offices of Institutional Research and Reporting are also used to develop the NAMP (III.D.1-3). Within the Norco Academic Master Plan, each department provides an individual mission statement, a current description, a set of goals, a plan for future growth and

development, and a list of potential obstacles to staffing, equipment, facilities planning, and budget requests. To maintain a proper relationship between financial and institutional planning, the district AMP, along with each campus AMP, is updated on an annual basis and published every five years.

The district AMP is aligned with the district Strategic Planning Process to ensure that all financial planning effectively furthers the mission and goals of Norco Campus. At the center of the campus strategic planning process is the Norco Strategic Planning Committee (NSPC), which consists of nine subcommittees including the Financial Resources subcommittee (III.D.1-4). The role of the NSPC and its subcommittees is to work with the Norco Academic Planning Council (NAPC) to review each department's contribution to the NAMP, and along with other documents, prioritize current and future needs on an annual basis. The district recognizes the NAMP and its financial planning requests as the platform for Norco's mission and goals. In short, institutional planning, both current and future, is linked closely to financial planning at both district and campus levels (III.D.1-5).

The Board of Trustees is kept abreast of financial planning and allocation through regular reports from district administrators, the Norco president, and the Vice President of Business Services (III.D.1-6). These reports are based on the recommendations of the Norco Strategic Planning Committee, the Financial Resources subcommittee, and the Norco Academic Planning Council, as reflected in the NAMP.

The district is primarily responsible for overseeing the budgeting and the disbursement of all fixed income including full-time instructors, full-time staff, and part-time occasional staff. It is also responsible for financial planning and funding of the Foundation, Public Information, Information Services, Admissions and Records, Student Financial Services, Digital Library/ Instructional Media Services, Athletics, and Campus Safety & Police by means of a matrix reporting. The district relies on a cost-basis budget model which is based on actual cost of operation, with the starting point the prior year's budget for each department.

With respect to budget allocations, the district was in a transition phase during the 2006-2007 school year. Specifically, campus administrators became even more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs (instructional and non-instructional equipment, basic skills, and supplemental budget items). Also, district administrators have placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (NSPC, Financial Resources sub-committee, NAPC) at the campus level.

Norco Campus has its own discretionary budget for part-time instructors and short-term hourly staff (III.D.1-7). Since the last

accreditation team visit in 2001, Norco Campus has experienced increased enrollment, additional facilities, and an increased need for support costs, such as computers, furniture, and supplies associated with the addition of full and part-time instructors and four new full-time administrators.

Significantly, Norco has been the recipient of both state and Bond Measure C funding to assist with the construction of new buildings on the Norco Campus (III.D.1-8, and see standard III.B.1.a). These funds are allocated according to a project list approved by the governing board of the Riverside Community College District. A district-wide Bond Oversight Committee monitors the proper allocation of bond funds (III.D.1-9).

SELF-EVALUATION

The standard is met. The base budget provides for all full time, part time, and temporary personnel and related benefits, supplies, and services.³² Review and prioritization of such requests at the campus level is based on the Norco Academic Master Plan (NAMP), which incorporates departmental funding requests based upon detailed instructional and non-instructional program reviews.

An architectural firm has been hired to assist Norco with the development of a Long Range Educational and Facilities (Campus) Master Plan, incorporating and revising the previous Norco Campus Facilities Master Plan (III.D.1-10). The EMP will be based upon information from the NAMP as well as other data, such as an external scan, demographic data, and the like. It will provide useful information needed to support a campus-based resource allocation model as

³² Base budget augmentation and special categorical budgets to support the acquisition of equipment and minor renovation are handled as separate processes.

well as the Norco Facilities Master Plan. Both plans are expected to be completed by the end of 2007 (III.D.1-10).

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budget are performed by District personnel. They include:

- Public Affairs
- Information Services
- Student Financial Services
- Athletics
- Campus Police

The current budget allocation model generally speaking is incremental in nature. A new budget allocation model will be developed for use in fiscal 2008 - 2009.

PLANNING AGENDA

- Implement the new budget allocation model for fiscal year 2008-2009.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTIVE SUMMARY

Since its last accreditation report, the district has developed and implemented appropriate processes and procedures to reflect realistic assessment of financial resources and expenditures through its Administration and Finance Office (III.D.1-11). As mentioned above in standard III.D.1.a, part-time salaries, supplies and equipment, services, and specified (variable cost) categorical funds are under the direct control of Norco Campus, while the remaining budgetary

areas such as fixed costs and district support functions are managed centrally.

A monthly financial report that provides detailed budgetary and financial information for each department is distributed by the Norco Vice President of Business Services to administrators and department chairs and provided to the Financial Resources sub-committee of the Norco SPC (III.D.1-13). To provide additional support and strength the institution, the district and Norco Campus have pursued other funding sources. These have included:

- Successful passage of Bond Measure C for capital projects.
- Applying for and receiving Title V, NSF, and other grants (III.D.1-14).
- Specifically allocated basic skills funding and career technical development monies (III.D.1-12).
- Collaborating with the John F. Kennedy Middle College High School, located on Norco Campus property, for additional classroom space for college classes held in the late afternoon and evening.
- Additional funds raised by the RCCD Foundation in order to increase the amount of financial assistance available to students throughout the district (III.D.1-15).
- During fiscal year 2006-2007, in addition to the annual allocation of instructional equipment (based upon a three-year average of FTES), Norco Campus received \$97,000 in one-time categorical funds for new biology courses (III.D.1-16).

SELF-EVALUATION

The standard is met. Through the monthly financial reports submitted to department chairs and administrators, dialogue and recommendations on budgetary matters from the Financial Resources subcommittee of the SPC, and prioritized input from departments via instructional and non-

instructional program reviews, Norco Campus makes every effort to establish funding priorities to help departments achieve their educational and financial goals.

During 2006-07 the co-chairs of the NSPC reviewed the budget recommendation process. Revisions to the process were approved in spring 2007 for implementation in subsequent budget cycles. The net result of the new budget allocation model will reflect a much more realistic assessment of financial resource availability and provide a better indication of how to develop further financial resources for the Norco Campus.

PLANNING AGENDA

- Norco Campus will continue to pursue partnerships and seek outside resources.
- Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives.

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.

DESCRIPTIVE SUMMARY

Over the past several years, Riverside Community College District has met and exceeded its five percent reserve fund target. This makes it a financially stable community college district despite the series of recent funding cuts by the state which took place from 2001-2005. Board Policy #6200 ("Budget Preparation") mandates the main-

tenance of a minimum 5% general operating reserve in the district's budget (III.D.1-17). To ensure that this is maintained, the 5% reserve is the first item budgeted each year. At the campus level, an administrative contingency account is established each year to provide for unbudgeted needs and new initiatives as they may arise during the year.

Regular full- and part-time salaries, cost increases for those salaries, and long-term liabilities are considered as designated budget items with funds set aside by the district prior to allocating funds to the campuses. Included are such expenses as health and welfare benefits, retirement funds, disability insurance, state unemployment insurance, workers' compensation insurance, long-term leases, utility expenses, and debt payments. Also, the district addresses its insurance and liability exposures through a combination of insurance, participation in joint powers associations, and self-insurance. Before funding is appropriated to various other needs, such as facility rentals and debt payments, the district sets aside funds to meet contractual obligations.

SELF-EVALUATION

The standard is met. In terms of making short-range financial plans, the district and Norco Campus take into account long-range financial priorities in order to assure the financial stability of the institution. Plans for payment of liabilities and future obligations are clearly identified in annual district budget reports and planning documents.

To assist in integrating short- and long-range planning for the Norco Campus, in spring 2007 the campus selected a consultant to assist the campus with the development of a Long Range Educational Plan and

an update of the campus Facilities Master Plan.³³

With the opening of the Early Childhood Education Center in fall 2005, the anticipated construction of a 35,000-square-foot Industrial Technology building, the design for a new Student Success Center underway, and the construction of a self-sufficient Norco Network Operations Center (NOC), the campus is positioning itself to better support the students of the Norco Campus in the future.

PLANNING AGENDA

None

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY

The current process of financial planning, budget development, and appropriate control mechanisms at the district level and at Norco is in accord with Board Policies #7080 - "Budget Development: Fund Balance Target"; #6200 - "Budget Preparation"; and #6300 - "Fiscal Management" (III.D.1-19). The detailed process is as follows:

District Level

- The Budget Bunch plays an integral role in the development of the annual

³³ The Educational Master Plan (EMP) will be based upon information from the District AMP and the Norco AMP as well as other data, such as an external scan, demographic data, and the like. Both plans are expected to be completed by the end of 2007.

budget. Norco is represented on the committee by the campus President and by the Vice President of Business Services.

- In fulfilling this responsibility, the Budget Bunch is kept informed by the district Office of Administration and Finance of projections and assumptions as the governor and legislature develop the budget for the coming fiscal year.
- The Resources Committee of the Board of Trustees provides a venue for constituent groups to be informed and voice their input regarding budgetary matters.
- When the governor announces the budget, the district Office of Administration and Finance prepares district-wide budget scenarios based on the budget allocation model.³⁴ This initial budget is reviewed by the Resources Board Committee of the Board of Trustees. This committee includes members of the Academic Senate, student body, and faculty/staff bargaining units).
- The district Office of Administration and Finance distributes New Position Request and Capital Outlay Request forms in May for return in July. Departmental budget worksheets are distributed in July. These worksheets allow for changes in department budgets related to temporary/hourly wages, services, and supplies (III.D.1-20).
- The tentative budget is then reviewed by the Budget Bunch and a recommended budget is forwarded to the chancellor. The chancellor presents this tentative budget to the Board of Trustees in June for approval.
- After the state legislature and the governor approve the final state budget, the

³⁴ The proposed budget is based on fixed and known variable costs as well as district-wide initiatives that have been authorized for funding.

district budget is further reviewed by the Budget Bunch, the Chancellor, and the Resources Board Committee. The budget is then submitted to the Board of Trustees in September.

- In addition to the development of a budget proposal, the Budget Bunch discusses any problem areas, and, as necessary, submits recommendations to the Chancellor, who forwards the recommendations to the Resources Board Committee and/or the Board of Trustees.

District-Norco Budget Communications

- In general terms, the current budget allocation methodology has been a bottom-up and cost-driven process. The starting point for the new budget each year is the Revised Budget as of April 30th of the prior year. Budget Adjustment/ Augmentation worksheets are sent to each department in July each year. This is the opportunity for departments to translate the results of their planning into a budget request.³⁵
- The Budget Adjustment worksheets are submitted to campus leadership for consideration and prioritization. Once reviewed and prioritized, they are then submitted to Finance to accumulate for discussion by Budget Bunch, who take into consideration requests district-wide and the amount of available resources to fund the requests.
- In May each year, Capital Equipment and Position Request forms are distributed to campus leadership, which then distributes the forms to the departments (III.D.1-21). Again, this is the opportunity for departments to translate the re-

³⁵ This district-campus process has been past practice. However, the campus will follow a different process for the fiscal year 2008-09 budget. The revised process, which will rely more heavily on information provided in program reviews has been adopted by the Norco SPC.

sults of their planning efforts into a budget request. The submission process follows the same methodology as described above for the Budget Adjustment worksheets (III.D.1-22).

Norco Campus Level

- Norco Campus has a local Academic Senate with representation on the District Academic Senate. As a committee of the District Senate, the Budget and Legislative Committee is composed of elected members representing the institution at large. The chair of this committee serves as representative to the Resources Board Committee of the Board of Trustees. Representatives from the Academic Senate, ASRCC, CTA and CSEA also attend meetings of the Resources Board Committee.
- Through program review, the Norco academic departments and non-instructional units develop five-year long range plans, with funding requests prioritized and then summarized in the Norco Academic Master Plan. These plans address the needs of each department with respect to human and physical resources to meet the expected growth. These plans are updated annually through the annual program review process, with identified needs prioritized and integrated into budget allocation decision-making.³⁶
- The office of the Vice President, Business Services distributes a monthly financial report to campus departments. This report presents by budget line the adopted budget, revised budget, year to date expenditures, encumbrances, and

³⁶ Program review drives campus budget priorities beginning at the department level, then moving through various constituencies such as NAPC and NSPC, including the Financial Resources subcommittee; recommendations are made to campus leadership during the budget development process throughout the year.

balance available. This information is provided to the department chair and managers so that they can monitor their financial activity and make changes as necessary (III.D.1-13).

SELF-EVALUATION

The standard is met. The Norco Campus follows all guidelines and processes financial planning and budget development, allowing all campus constituencies to participate in the processes. The Norco Academic Planning Council, the Dean of Instruction, the Vice Presidents of Business Services and Educational Affairs, and the President of Norco Campus, along with the Norco Strategic Planning Committee (SPC)

and its Financial Resources subcommittee, review and discuss the funding needs of the campus.

Norco Campus constituents appreciate the support provided by the chancellor and the Board of Trustees over the past five years in giving their approval for hiring additional full-time faculty as well as the allocation of Measure C bond funds and specific categorical funds to the Norco Campus.

PLANNING AGENDA

- Effectively participate in the development of a new district budget allocation model.

List of References

III.D.1-1	District Academic Master Plan
III.D.1-2	Norco Academic Master Plan
III.D.1-3	Sample OIR budget and financial planning data
III.D.1-4	<i>Strategic Planning Process 2005-2010</i>
III.D.1-5	Board of Trustees Minutes: record of NAMP/AMP approval (2005-2006)
III.D.1-6	Sample reports by district admin and Norco President
III.D.1-7	Copy of discretionary budget 2006-2007, Norco Campus
III.D.1-8	Measure C documents
III.D.1-9	Bond Oversight Committee membership list
III.D.1-10	Agreement with long-range educational plan consultant; agreement, Charles McIntyre & Associates, 2006
III.D.1-11	Administrative and Financial Services Function Map
III.D.1-12	RCCD General Unrestricted Budget, 2006-2007
III.D.1-13	Sample Monthly Financial Report – N. Godin. Norco VP, Business Services
III.D.1-14	“Federal Grant Awards, Calendar Years 2001-Present,” “Foundation Grant Awards, Calendar Years 2004 – Present,” “State Grant Awards, Calendar Years 2001-2004”
III.D.1-15	Sample Foundation audit-financial report
III.D.1-16	Funding allocation approval: Office of Budget and Finance, for biology courses
III.D.1-17	Board Policy #6200
III.D.1-18	Norco Facilities Master Plan (2001)
III.D.1-19	Board Policy #6200, 6300
III.D.1-20	Fiscal year 2007-2008 Tentative Budget Development Schedule
III.D.1-21	Capital Equipment and Position Request form (sample)
III.D.1-22	Budget Adjustment Worksheet (sample)

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.

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.

DESCRIPTIVE SUMMARY

The district's annual budget as well as its finances and expenditures are audited yearly by external auditors. Audit finding responses are prepared by the responsible administrator at either the district or campus level. The responses are included in the issued audit report. Audit reports are submitted to federal, state and local oversight agencies and to the district Board of Trustees based on predetermined timelines (III.D.2-1).

During the annual audit process, if audit exceptions are noted, the district Office of Administration and Finance immediately contacts the unit responsible for the exception and recommends a corrective action plan. There were no audit exceptions in fiscal year 2003-2004. There were four (4) audit exceptions in fiscal year 2004-2005:

- Three federal award findings
 - 2 for student financial aid and 1 for GEAR-Up/ Passport Plus
- One state award finding
- One for EOPS program (III.D.2-2)

To redress the exceptions, the Office of Administration and Finance contacted the student services program directors for each of the programs to obtain their corrective action plan. The corrective action plan was included in the published audit report under the "District Response" section. The district controller followed up with the program directors throughout the year to determine if the corrective action plans had been implemented. A follow-up was also conducted by the Federal and State governmental departments having oversight over those programs that had audit exceptions.³⁷

With regard to budget allocation and use of financial resources in the district, the current budget allocation methodology at RCCD is a bottom-up process. The starting point for the new budget each year is the revised budget from April 30 of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the Vice Chancellor, Administration and Finance, with participation of the college business officers and district finance and administrative associate vice chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district.

³⁷ See the Finance section of the Accreditation Evidence website for a copy of the audit report. Correspondence with the Federal Department of Education has been placed on the website.

Among the issues under review is the RCCD Budget Allocation Model (see III.D.1.a. above).

During 2007-2008, the RCCD Budget Allocation Model (BAM) and a mid-Range Financial Model will be developed to assist in allocating resources to campuses and District office functions as well as to assist in planning for the effects of new programs and initiatives on district and campus resources.

Development of the BAM will involve representatives from the campus, particularly the new campus Business VPs. The RCCD Budget Allocation Model will provide opportunities for strengthening the linkage between planning and budgeting.

The district was in a transition phase to this new allocation model during the 2006-2007 school year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (NSPC, financial resources sub-committee, NAPC) at the campus level. Categorical funding was allocated as follows (III.D.2-4):

Funding Need	Amount Allocated	Percent of total district allocation
Instructional equipment	\$ 320,306	21%
Non-instructional equipment	125,000	25%
Basic skills	109,720	19%
Remodeling projects	75,000	25%
Supplemental budget requests	---	To be determined

In general, the distribution for each campus was based on a three-year average of total FTES produced (Norco's average was 21.79%).

Before sending a final recommendation to the President through the NSPC, the Norco APC meets to re-prioritize instructional equipment requests after departmental input before sending a final recommendation to the President. In terms of non-instructional equipment, already committed repair and replacement projects will receive first priority. Norco budget allocation for supplemental budget requests will depend on the district Budget Bunch receiving from the Norco president (via the NSPC) a prioritized list based upon departmental requests for additional funds, including new classified positions, software, and library books and on budget availability.

SELF-EVALUATION

The standard is met. The district is committed to conducting a review of the cost allocation model and is expected to produce an alternative base budget model, which will use long range and various metrics to allocate funds in a manner more consistent with strategic planning. This review began in fiscal year 2006-2007 and will be fully implemented by the 2008-09 fiscal year.

As noted above, the amount of base budget allocated to the Norco Campus is initially based on the prior spending level. Adjustments in full- and part-time faculty are made to reflect changes in enrollment. While base funding is relatively predictable, the ability to obtain base budget increases beyond faculty resources is dependent on the amount of funds available district-wide at the time of the request.

PLANNING AGENDA

- Participate in the implementation of the new budget allocation and new mid-range financial models.

III.D.2.b. Appropriate financial information is provided throughout the institution.

DESCRIPTIVE SUMMARY

Appropriate financial information is provided online. A printed copy of the District's budget is placed in the library at each campus and it is a public document. Administrative officers at each campus receive information on budget accounts. The Norco Campus Vice President of Business Services provides a monthly summary financial report to the president and the Financial Resources subcommittee of the NSPC. In addition, each department receives a monthly financial report that highlights budgetary issues or items needing specific action.

Moreover, department chairs and managers can access real time budget and expenditure data and related information via Galaxy budget and financial system software. Budget information can also be obtained from the campus business office or district Administration & Finance Office by request.

SELF-EVALUATION

This standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

The primary sources of RCCD funding are through general apportionment and funds from categorical programs. Through the Administration and Finance Office, the district provides annual, quarterly, and monthly budget reports that communicate cash flow requirements, reserve levels, expenditures, fixed costs, and cost of insurance and workers' compensation (III.D.1-6).

Board policy also mandates the maintenance of a minimum 5% general operating reserve in the District's budget (III.D.1-7). To ensure that this is maintained, the 5% reserve is the first item budgeted each year. Any general funds not spent by the district or RCC Norco are placed in the district's ending balance at the end of the fiscal year. Using the district's current budget allocation model, these funds are redistributed and/or re-allocated the following year (III.D.2-8).

At the district level, an administrative contingency account is established each year to provide for unbudgeted needs (III.D.2-9).

RCCD has maintained sufficient insurance coverage that covers property and liability; workers' compensation; and vehicle insurance. To comply with Board policy, the district has a Risk Management Office to ensure that its risk management program meets all legal requirements and provides protection against loss, damage, or liability in accordance with California Education Code #72506 and any other applicable state codes (III.D.2-10).

SELF-EVALUATION

The standard is met. The district Administration and Finance Office has been conservative in its approach, keeping the district financially sound and meeting all obligations without reducing the number of programs or faculty. The Board's policy objective is a budgeted ending balance equal to "at least 5% of total available funds."

With respect to contingency funds, the district provides the president of the Norco Campus with \$40,000 each year to address any unmet or unexpected financial need (III.D.2-11). Other possible sources include the district contingency and the reallocation of unspent budget balances. The district will consider alternative methods for contingency funding at the campus level in the development of the new Budget Allocation Model.

PLANNING AGENDA

None

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

Oversight of RCCD's finances includes the following processes:

- The Board of Trustees Resource Board Committee meets regularly to review the budget status and information prepared by the district's Financial Services

department. Norco Campus administrators also review the budget monthly (III.D.2-12).

- Board Policy #2200 requires that the Board of Trustees ensure an annual audit of all funds. RCCD's internal auditor also provides oversight in all areas of compliance. The District's external independent auditors provide financial and programmatic oversight during the annual audit (III.D.2-6).
- The district Grants & Contracts Office provides oversight for all financial compliance related to grants (see Chancellor's Office functions map) (III.D.2-13).
- The independent Citizens' Bond Oversight Committee makes sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot. (III.D.2-14).
- Student Financial Services oversees student financial aid with the district's Auxiliary Business Services Office providing accounting support (III.D.2-15).
- Foundation funds are managed by an executive director and an Executive & Finance Committee, with the assistance of the district's Auxiliary Business Services Department performing the accounting role. The foundation, as a separate not-for-profit (501-C-3) organization, is audited each year (III.D.2-16).
- Administrators contracting for goods and services have oversight over outside contracts to ensure that the contract obligation is met. The Administration & Finance Office, specifically Purchasing and Accounts Payable, provides an additional level of oversight for these contractual obligations (III.D.2-17).
- In general, the Administration & Finance Office maintains overall budget oversight of finances for grants and financial aid, performs an accounting function for the financial activity of auxiliary organizations such as ASRCC and

the RCCD Foundation, and accounts for the District's fixed assets. The District is obligated by regulation to maintain cash and investments with the Riverside County Treasurer.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

The district performs a fiscal oversight function of all grants, externally funded programs, and auxiliary functions. Board Policies #6200 - "Budget Preparation" and #6300 - "Fiscal Management" regulate district and college use of funding. (III.D.2-18). The district conducts regular audits of practices to determine if there are any deviations from standard procedures (III.D.2-6).

Norco Campus strives to link all resources, including discretionary funds, fundraising events, and grant funds, to the mission statement and to the campus goals described in the Norco Academic Master Plan. Through the auspices of the district, RCCD Foundation and federal grant funds are earmarked for projects on the Norco Campus.

SELF-EVALUATION

The standard is met. Norco Campus, through district oversight of auxiliary funds, fund-raising efforts, and grants, utilizes resources with integrity to meet the mission and goals of the institution.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

Most contractual agreements are initiated and managed at the campus level. They also are typically reviewed at the district level, and are approved by the Board of Trustees. Norco Campus therefore depends on the administrative and legal resources and actions of the district in this regard. As explained previously in standard III.D.2.d, the district's Administration & Finance Office, in coordination with Norco Campus, manages all major accounting functions and provides all state and federal reporting.

RCCD has established a series of internal controls and procedures for the use of external contractual agreements (III.D.2-20). Evidence of oversight of these contracts is found in the district financial audit, referenced in standard III.D.2.d above.

Contracts with outside vendors require Board approval. The district has a contract expert who reviews proposed contracts and provides assistance to the college during

negotiations. A district auditor conducts reviews of practices and ensures they are in conformance with board policies and administrative regulations. The Board ensures strict adherence to all contracts governed by federal and state codes and regulations. All contractors must meet the insurance specifications required by the district administrative services policy.

On projects related to the Norco Campus, the campus Physical Resources and Financial Resources and other sub-committees of the NSPC play a role in determining which contractors will provide the best services and are consistent with Norco's mission and goals.

SELF-EVALUATION

The standard is met. RCC Norco participates in district-approved contractual agreements that range from provision of professional service contracts, software agreements, and the leasing of equipment and hardware, to the leasing of off-site instructional spaces. Norco Campus is actively engaged in the recommendation of consultants to the Board of Trustees. Rigorous guidelines are established to ensure that the best bid is obtained and that the campus is protected from contractor negligence or incompetence (III.D.2-21, III.D.2-22).

The practice of requiring that all contracts, regardless of amount, be approved by the Board of Trustees contributes to delays in processing and initiation of contracts at the local level. The delegation of contract signature authority is currently under consideration by the Board.

PLANNING AGENDA

- Work with district officials to streamline contract approval processes.

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.

DESCRIPTIVE SUMMARY

Both the district and Norco Campus have procedures to evaluate financial management processes. The district-wide Budget Bunch looks at budget data and reviews allocation processes, making adjustments when necessary (III.D.2-23). In addition, the district uses an annual external audit to provide feedback and a written report to the Board of Trustees on the efficiency and effectiveness of the district processes and procedures.

With the appointment of the Vice President of Business Services, Norco Campus was able to ensure regular evaluations of its local financial management processes to ensure appropriate allocation of financial resources from the district. A significant change will include the district's review of its base model allocation system and the subsequent modification of that system to align resource distribution more closely with metrics such as headcount, FTES, faculty load ratios and, in particular, strategic planning.

As a result of concerted evaluative efforts, the district recently created a new initiative, the Three Colleges Project, to be coordinated by the Vice Chancellor, Administration and Finance, with participation by the college business officers and district finance and administrative Associate Vice Chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district (III.D.2-24). Among the issues under review is the

Budget Allocation Model (see standard III.D.2.a. above).

SELF-EVALUATION

The standard is met. The district has evaluative processes in place for allocation and use of financial resources at its college and educational centers.

PLANNING AGENDA

The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will:

- Discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies suitable for a multi-college district.

List of References

- III.D.2-1 District audit reports, 2003-2006.
III.D.2-2 Report of audit exceptions.
III.D.2-4 Copy, categorical funding allocation, 2006-2007, Norco Campus
III.D.2-5 Copy, District budget allocation 2005-2006 and 2006-2007
III.D.2-6 Sample Finance and Audit budget reports; see also BP #2200, 6300
III.D.2-7 Board Policy #6200 (Budget Preparation)
III.D.2-8 Annual financial statement FY 2006-2007
III.D.2-9 Copy, district administrative contingency account
III.D.2-10 California Education Code: <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20>
III.D.2-11 Board subcommittee agenda showing \$40,000 allocation to Norco Campus
III.D.2-12 Minutes, most recent BOT Finance and Audit Committee meeting
III.D.2-13 Chancellor's Office organizational chart and functions map
III.D.2-14 Measure C and The Citizens' Bond Oversight Committee, <http://www.rcc.edu/community/cboc/index.cfm> ; Measure C Audit 2004-2005
III.D.2-15 Copy, Student Services review/audit report
III.D.2-16 Foundation: audited financial statements 2005-2006
III.D.2-17 Sample contract proposal from Board agenda
III.D.2-18 Board Policy #6200 and 6300.
III.D.2-20 Internal controls and procedures for external contractual agreements; see also Board Policy Section 6 - Business & Fiscal Affairs
III.D.2-21 RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06
III.D.2-22 District Annual Independent Audit 2005-2006
III.D.2-23 Sample minutes, District Budget Bunch
III.D.2-24 Board of Trustees minutes: Three Colleges Project

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

The evaluation of financial resources is the responsibility of the district and the individual campuses. Board Policy regulates the effective use of financial resources. Evaluative processes are in place at the district level to systematically review, assess and modify systems and processes to ensure the effective use of financial resources.³⁸

At the individual campus level, there are a series of processes and reviews to assess and modify systems to ensure the effective use of financial resources. Initially, the annual program review update process evaluates if fiscal needs are being met for individual disciplines and programs. These evaluations are also evident in the comprehensive program reviews conducted by instructional and non-instructional units at the district and campus level. Any process changes recommended are communicated in turn to the departments, and through the departments to the Norco Academic Planning Council and to the Norco Strategic Planning Committee. The Norco Academic Senate may also provide leadership in rec-

³⁸ There are several mechanisms that oversee the use of financial resources in the district. The Finance and Audit Committee of the Board of Trustees receives financial information from administrators and auditors. The Financial and Legislative Committee of the District Academic Senate has representation on the Budget Bunch. These committees hear reports, ask questions and approve them or recommend changes. The District Resources Committee and the district Administration & Finance Office also provide input and oversight. The independent Citizens' Bond Oversight Committee sure that the funds from Measure C bonds are spent in accordance with projects and programs outlined in the election ballot.

ommending evaluation of fiscal matters or process changes. These groups may request changes to the process or evaluation of financial resources through the Financial Resources subcommittee of the NSPC, or directly to Norco Campus management.

The creation of a new business office on the Norco Campus, along with the hire of a Vice President of Business Services, has assisted the Financial Resources subcommittee of the NSPC and Norco Campus administration in assessing the effective use of financial resources and using the results of the evaluation as the basis for improvement.

SELF-EVALUATION

The standard is met. The district and the campuses have processes in place to systematically assess the effective use of financial resources and to use the results of any evaluation as the basis for improvement. On the Norco Campus, the Norco Strategic Planning Committee, and its Financial Resources Subcommittee make recommendations for changes to the process or evaluation of fiscal needs utilizing input from departments and annual program review updates. The Vice President of Business Services and the Norco Campus administration also make recommendations for fiscal process modifications based on their evaluations of the effectiveness of current processes.

One recent recommendation for change to district procedures that has arisen as a result of evaluation of the current base budget

model is the proposed new Budget Allocation Model (see standard III.D.2.d.). More importantly, as a result of concerted evaluative efforts at the district and campus levels, the District's new initiative, the Three Colleges Project, has been created to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district (III.D.2-24). These two examples provide ample evidence of an effective evaluative process at RCCD for the efficient

use of financial resources and for the improvement of fiscal services throughout the district.

PLANNING AGENDA

- Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine if the allocated resources are being utilized for the purposes identified during the budget development process.

Summative Essay, Standard III: Resources

While the institution is the vehicle for the educational journey, and instructional and support staff represent the guidance and map through which the journey is accomplished, resources serve as the infrastructure to facilitate students' educational plans. This framework, consisting of human, physical, technical, and financial resources, supports the various educational pathways provided by Norco Campus.

INSTITUTIONAL COMMITMENT

Norco Campus demonstrates its commitment to providing the resources necessary to offer high quality education to its students through an integrated resource allocation process that supports the institution's mission statement and reflects student needs. As part of this commitment to support students, Norco has instituted strategic planning processes that ensure representation by all stakeholders and solicit participation campus wide. Using data provided by Institutional Research, each instructional, student services, and administrative unit assesses its human, physical, technical, and financial resource needs using the program review process. To ensure appropriate allocation of resources, resource needs are discussed in the Norco Academic Planning Council, the Norco Strategic Planning Committee and its subcommittees, the Norco Academic Senate, and the Norco Administrative Planning Council. In these deliberative bodies, high prioritization of a specific resource category is dependent, in part, upon satisfactory articulation and assessment of student learning and service area outcomes. Additionally, the institution requires all requests for resources to be linked to educational programs and student success initiatives. All these processes reflect institutional commitment to quality education.

EVALUATION, PLANNING AND IMPROVEMENT

Evaluation, planning and improvement is the theme most closely linked to Standard III: Resources. Formal planning and evaluation are integral to Norco's ongoing systematic and reflective campus-wide strategic planning process. A core element of this process concerns policies and procedures related to allocation of human, physical, technical, and financial resources to support quality educational programs.

The district has developed clear policies and procedures governing the employment, retention, evaluation, and professional development of its personnel. Norco Campus works closely with the district Office of Diversity and Human Resources to ensure appropriate understanding of and concern for issues of equity and diversity, and the campus regularly assesses its effectiveness in this area consistent with its mission. Hiring processes for each employee category are aligned with institutional planning and budget cycles. In addition, Norco has made a concerted effort to maintain the highest levels of commitment to academic excellence as well as to diversity and equity in its hiring procedures.

Norco Campus has integrated facilities planning into its institutional planning process, resulting in a strategic approach to prioritizing the physical resource needs of its students, faculty, and staff. In response to rapid growth, six new portable buildings are being moved on campus and are scheduled to open in fall 2007; a new Student Success Center has been approved by the Board of Trustees and is being discussed by a design team comprised of all campus stake-

holders; and with Phase III of the Norco Campus build-out reconfirmed by the state, the completion of planned Phase III projects will significantly address Norco's classroom and office space needs. A new Long Range Educational and Campus (Facilities) Master Plan is also being developed using the expertise of outside consultants experienced in environmental planning and college master plan development.

Technology resources on Norco Campus are kept up to date in order to support and enhance student learning. As part of ongoing evaluation, planning and improvement integrated into campus-wide strategic planning, the Technology Resource subcommittee was instrumental in determining the appropriate allocation of capital expenditures for technology, designing a plan that allowed upgrades for computers where appropriate and replacing computers where necessary. Accordingly, most Norco classrooms are now equipped with recently upgraded multimedia equipment; computer-based labs and other engineering, manufacturing, business, and dedicated computer classrooms have recently replaced hardware and software. The input from this subcommittee has been vital to maintaining the quality of hardware and software on campus and demonstrates the efficiency of the evaluation and planning processes at the Norco Campus.

The Norco Academic Master Plan reflects the mission and goals of the Norco Campus. As one of the primary elements for financial planning at both district and campus levels, the NAMP is reviewed and updated regularly. Institutional planning is linked closely to financial planning at both district and campus levels, and planning decisions are connected to the district strategic initiatives which focus on improvements in student learning and institutional effectiveness. The Vice President of Business Services will make a significant contribution to the design of a new district budget allocation model. The Financial Resources subcommittee of the Norco Strategic Planning Committee is the cornerstone for integrating financial planning with campus-wide strategic planning for resource allocation.

STUDENT LEARNING OUTCOMES

Essential to the comprehensive program review process is the establishment and assessment of student learning outcomes at the course, program, certificate, and degree levels. Resource allocation is based explicitly on annual program updates, with instructional, student services, and administrative unit SLOs included among the ranking criteria. At Norco Campus, each department develops an Academic Master Plan based on assessment of educational needs and projection of future growth. These resource needs are prioritized by the Norco Academic Planning Council using specific criteria. Central to these criteria is the requirement that a discipline has established student learning outcomes, assessed these outcomes, revised course outlines of record, and used the results of assessment to improve pedagogy. Linking student learning outcomes and assessment to resource allocation and prioritization indicates the importance Norco Campus and its constituencies place on student learning outcomes and demonstrates the link between enhanced student learning and institutional effectiveness.

ORGANIZATION

Norco Campus has developed an organizational infrastructure that affords it the capacity to make campus-based decisions and participate fully in district decision-making in a shared governance

environment that provides meaningful opportunities for participation by all stakeholders. With respect to organization structure, the addition of vice presidents of business services and educational services has increased the capacity of the campus to develop and implement strategic plans, identify and measure student learning outcomes and assist the district in prioritizing the allocation of human, physical, technological and financial resources. With regard to processes, the means by which institutional needs are identified and prioritized and resources are allocated to address these needs have been clarified and enhanced. While the campus remains proportionately small in relation to overall district enrollment, faculty, staff and administrators from the Norco Campus play an increasingly influential role in district decision-making.

DIALOGUE

Hand in hand with collegial shared governance at Norco Campus is ongoing, self-reflective dialogue centered on student learning. All constituents are invited to participate in all levels of planning, evaluation, and improvement, and this has been increased through the process of developing the accreditation self study document. As institutional strategic planning becomes more delineated, campus constituents continue to dialogue in determining future needs and resources. The dialogue occurs at all levels of the planning model and covers multiple issues, both simple and complex. At this time in the history of Norco Campus, it is still small enough to provide access to one's colleagues and opportunities for self reflection. The processes and policies of the institution are transparent and accessible to all stakeholders.

INSTITUTIONAL INTEGRITY

The theme of integrity runs consistently throughout Norco's policies and practice, particularly when hiring, evaluating, and helping to develop campus stakeholders who facilitate student learning. Following guidelines established by the state and district policy, Norco works with the district Office of Diversity and Human Resources to recruit and hire candidates who meet minimum qualifications and who will be ethical and appropriate in utilizing physical, technical, and financial resources. Great care is taken from the initial step in the hiring process to continued evaluation and professional development for all employees. When forming hiring committees, Norco strives to include appropriate constituencies, to ensure participation by tenured faculty where appropriate, and to reflect the diversity and range of interests of the department or discipline doing the hiring. Norco consistently strives to select the most highly qualified candidates who can contribute to the climate of high performance and integrity inherent at Norco Campus.

Financial integrity is vital for institutional integrity, and Norco's financial plan, allocation of financial resources, and financial management system are indicative of the high integrity required by the institution. Currently, financial integrity is reviewed as the district's annual budget, finances, and expenditures are audited yearly by external auditors. These audit reports are submitted to federal, state and local oversight agencies and to the district Board of Trustees. To further support continued appropriate resource allocation, the district has recently initiated the Three Colleges Project, to assess appropriateness and effectiveness of financial and administrative procedures as we move to a multi-college model. The creation and staffing of a new campus position, Vice-President, Business Affairs, has added additional oversight and advocacy for the campus in district financial planning and allocation.



STANDARD IV.A
Decision-Making Roles & Processes

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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.

DESCRIPTIVE SUMMARY

Norco Campus was established in 1991 as one of two educational centers in the Riverside Community Campus District. Administrative and faculty leaders have created an environment promoting autonomy, creativity of thought, and marked excellence among Norco staff, faculty, and students and across all institutional domains. The faculty, staff, students, and administrators who laid the academic groundwork during Norco Campus's early years did so in a spirit of commitment and collaboration, laying a strong foundation for the collegiality

that exists today, which has become one of Norco's hallmarks. Although the campus has grown considerably since its early days, it maintains its unique sense of individuality, its friendly small-town atmosphere, and its commitment to serving the needs of its student population.

Norco has established systematic governance traditions which promote and assure inclusion in decision-making processes at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis by providing appropriate forums in which to do so. These include shared governance structures as well as faculty and staff meetings and campus retreats. All constituents are encouraged to voice ideas and concerns which contribute to planning and decision-making (see also standards I.A.4 and I.B.1-4). As the campus has grown and prepared to take on independent college status, those traditions have been formalized. There are a variety of means through which all constituencies participate. These include:

- **Norco Academic Senate.** In May 2005 Norco Campus finalized the establishment of a separate academic senate,

electing officers, writing its own bylaws, and electing department representatives³⁹ (IV.A.1-1). The Senate is the primary means through which faculty participate in shared governance. Bylaws developed by the Norco Academic Senate and the District Senate specify the relationship between these two bodies and facilitate self-governance while at the same time maintaining appropriate lines of communication to address both local and district academic issues (IV.A.1-2). Norco Academic Senate members meet monthly to discuss issues of current interest to faculty at Norco Campus.

- **Norco Academic Planning Council (NAMP).** This council is comprised of faculty chairs, co-chairs (one faculty member and the dean of instruction), and assistant chairs who serve in an advisory capacity to administrators on matters concerning faculty hiring, budget planning and preparation, capital expenditures, program development, and the number and type of course/section offerings (IV.A.1-3). The NAMP meets monthly. Individual department chairs also meet whenever

³⁹ Until fall 2005, Riverside Community College District faculty members were members of one academic senate made up of a representative from each department in the district's three campuses. That senate had standing committees, which focused on specific areas such as curriculum, professional growth and sabbatical leave, and academic standards. In spring 2005, the RCCD faculty voted to adopt a new District Academic Senate constitution that, in anticipation of the creation of two new colleges, provided for each campus to establish its own academic senate, with the three presidents of those campus senates comprising a District Academic Senate. Also, since May of 2004, the Norco Academic Senate has met monthly during the spring and fall semesters, and its officers have met regularly with the campus provost/president. Bylaws were established in 2004, and modified in 2005 and 2006.

necessary with the college president and the dean of instruction.

- **Norco Strategic Planning Committee (NSPC).** Faculty, staff, administrators, and students have the opportunity to participate actively in effective discussion, planning and implementation for Norco Campus through the Strategic Planning Committee. This campus-based body has a critical role in communicating local campus concerns to district administrators through the District Strategic Planning Committee. (IV.A.1-4). The NSPC has nine subcommittees that deal with all aspects of campus operations, as follows:

- Instructional Programs
- Student Support Services
- Institutional Mission and Effectiveness
- Library and Learning Support Services
- Financial Resources
- Human Resources
- Physical Resources
- Technology
- Leadership & Governance

The **Strategic Planning Co-Chairs Council** (comprised of the faculty and staff co-chairs of the nine subcommittees above the Dean of Instruction, the Vice Presidents of Educational Services and Business Services, and the co-chair of the larger NSPC). NSPC recommendations are forwarded to the campus president (IV.A.1-4).

- The **Norco Academic Master Plan (NAMP)**, the primary instrument for campus planning, provides the foundation and direction by which mission-driven and student-centered decision-making is maintained. The NAMP, part of the District Academic Master Plan, is

written and updated yearly with contributions from program review documents, instructional departments and administration. The Academic Master Plan provides a summary of the academic characteristics, objectives, short- and long-term goals, and resource needs of the academic departments across the system. It details the needs of departments in terms of resources and personnel, the progress made towards accomplishing department-specific goals, and the steps necessary to continue moving forward in the future (IV.A.1-5).

- **Program Review and Assessment.** Program review and assessment, the cornerstone of academic planning, is used by academic disciplines to improve student learning outcomes through curriculum and instructional improvement. Norco faculty and administrators serve as members of the District Program Review and District Assessment Committees, which meet monthly throughout the academic year.
- **John F. Kennedy Advisory Council.** Comprised of Norco and John F. Kennedy High School faculty, counselors and administrators, this group met monthly from spring 2002 to fall 2006 (when the school opened) to discuss issues and make decisions pertaining to the relationship between Norco Campus and JFK student policies in areas such as admissions, curriculum, and matriculation⁴⁰ (IV.A.1-6).

⁴⁰ John F. Kennedy Middle College High School, built in 2005-2006 and opened in fall semester 2006 with an initial enrollment of 600 students, is located on Norco Campus property adjacent to the college campus buildings. JFK High School is part of the Norco-Corona Unified School District. As a middle college high school, its focus is reflective of the "middle college" concept. The high school campus was con-

- **District Matriculation Advisory Council.** Comprised of faculty, counselors, and Student Services staff, the MAC meets on a regular basis to write and implement matriculation standards and procedures (IV.A.1-7).
- **CTA and CSEA (District).** Faculty and staff members meet weekly to discuss bargaining and contractual issues (IV.A.1-8).
- **Associated Students of Norco Campus (ASNC).** The Associated Students of Norco Campus, established as part of the District Associated Students RCCD in spring 2001, wrote its own by-laws at that time and amended them in fall 2006. ASNC holds regular student senate, executive board, and Inter-Club Council meetings (IV.A.1-9).

By encouraging broad-based participation in the above listed entities, Norco Campus fosters an environment in which faculty, students, staff and administrators play a significant role in institutional decision-making. In the course of these activities, the centrality of the District's strategic planning processes and initiatives is emphasized, with particular concern for improving student learning and fostering student success.

SELF-EVALUATION

The standard is met. Through a variety of systematic participatory processes, Norco leadership has created an environment for empowerment, innovation, and institutional excellence. The commitment of the administration to keep all constituents involved in the decision-making processes through the various councils, committees, and organiza-

structured as part of an agreement between RCCD, the Norco Campus president, and Norco-Corona Unified School District.

tions ensures effective dialogue, planning, and implementation to meet the central Norco mission goal of improved student learning.

The history and formation of Norco's academic departments is a pertinent example of faculty-driven policies and evidence of leadership within the institution. In 1995 – 1996 Norco faculty met and developed an organizational structure for new campus-based academic departments in lieu of the district-wide departments in place at that time. These changes and suggestions, agreed upon through local Norco faculty and administrative dialogue, and approved later through contract negotiations, were ultimately adopted by the district. (IV.A.1-10)

The Norco student body has an active and growing student government and organized student clubs. While it is sometimes difficult to gain student participation in campus-wide government structures, nonetheless, the opportunity is available to students. Norco faculty and administration are constantly seeking to increase student participation, as recently evidenced by student attendance at the Norco Strategic Planning Committee by the Norco student government president and designee. (IV.A.1-11, IV.A.1-12)

Norco Campus leaders have been exceedingly supportive in encouraging faculty and staff to take initiative in establishing governance bodies and providing programs and services at Norco which support student learning and improve institutional effectiveness. Extraordinary leadership roles undertaken by campus faculty and staff have been the result of the willingness of all who work at Norco Campus to maintain an atmosphere of collegiality and empowerment. Specific examples of faculty empow-

erment and initiative fully supported by Norco administrators include:

- Leadership roles by Norco faculty on **District Program Review and Assessment Committees**: a Norco faculty member co-chairs each of these committees (IV.A.1-13, IV.A.1-14).
- Leadership roles by Norco faculty on **District Faculty Development Committee**: a Norco faculty member has significant reassigned time to assist in faculty development, FLEX, and workshop activities (IV.A.1-15).
- Leadership roles by Norco faculty in the **District Academic Senate**: a Norco faculty member is **President of the District and local Academic Senate** and was recently named recipient of the Chair Academy's 2007 **International Exemplary Leader Award** (IV.A.1-16).
- Leadership roles by Norco faculty in the district bargaining unit: a Norco faculty member is **President of the CTA** (IV.A.1-17).
- The **writing and development of the district program review** template for instructional disciplines: Norco faculty were lead authors of the document (IV.A.1-18).
- The **writing and development of the District Assessment Report**: a Norco faculty member is the lead author and researcher (IV.A.1-19).
- Extensive input into and contribution to the development of district-wide **General Education SLOs**: a Norco faculty member was lead author (IV.A.1-20, IV.A. 1-21).
- Revision of district **templates for integrated course outlines of record** that incorporate general education and discipline-specific SLOs: a Norco faculty member led the development of a new curriculum template and wrote the **District Guide to Course Outlines of Record** (IV.A.1-22).

- Conducting workshops and writing a handbook to guide faculty through the process of developing distance education courses: a Norco faculty member pioneered faculty-to-faculty assistance workshops and wrote a **Handbook for Online Instructors** distributed district-wide (IV.A.1-23).

Specific examples of staff and student empowerment and initiative fully supported by Norco administration include:

- **Classified staff** co-chairs of **Strategic Planning Subcommittees**.
- Advising the **Academic Planning Council** on budgetary prioritization issues for capital expenditures and implementing Schedule 25 **course scheduling software** to facilitate the job of scheduling classes for faculty.
- Contributions by staff of significant information and writings included in this self study document, including creating and maintaining the **campus discussion board forum** for planning and accreditation.
- Development by veteran staff members of **department information packets** for faculty new hires.
- Significant **student contributions** to all stages of development of the **Norco mission statement** as well as providing information and feedback on the **self study**.
- Participation of **students** on the **Norco and District Strategic Planning Committees**.
- **Campus-wide dialogue workshop** held on February 8, 2007.

In an effort to enhance the efficacy of faculty and staff participation in institutional governance, the Campus is working toward strengthening the processes by which new faculty and staff members are introduced to its shared governance structure and proc-

esses. Existing orientation programs for first-year faculty and staff members are being revised to incorporate more thorough and concise information concerning the Campus committee structure and the expected role of faculty and staff members in institutional governance.

Results of a recent survey of full-time faculty at Norco Campus indicate that a significant majority consider themselves participants in the governance structures of the campus and district; around half of all faculty consider the strategic planning structures in place to be effective, and nearly 90 percent have some sense of inclusion in these processes.⁴¹ These survey results suggest that even though new faculty would like more information early in their employment, they are quickly learning about shared governance through participation. However, adjunct faculty members are given very little orientation to the governance structures and leadership bodies of the Norco Campus; results of the same survey show that less than a third of part-time faculty members understand the governance structures of the campus.

PLANNING AGENDA

- Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works.
- Improve orientation of new faculty to governance structures and avenues of participation for both full and part-time faculty.

⁴¹ Eighty-seven percent of Norco faculty indicate that they participate in shared governance through membership on the Norco Strategic Planning Committee; an additional 29% participate on the Academic Senate.

List of References

- IV.A.1-1 Minutes establishing Norco Academic Senate as an independent entity
- IV.A.1-2 Norco Academic Senate By-Laws
- IV.A.1-3 Norco Academic Planning Council – minutes, roster of members: spring 2007
- IV.A.1-4 *Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
- IV.A.1-5 Norco Academic Master Plan (NAMP)
- IV.A.1-6 Sample minutes, JFK High School Advisory Council
- IV.A.1-7 Sample minutes, Matriculation Advisory Council
- IV.A.1-8 Sample CTA and CSEA meeting minutes; contracts
- IV.A.1-9 Sample ASNC by-laws and meeting minutes
- IV.A.1-10 Minutes establishing departmental structure; Norco Academic Master Plan
- IV.A.1-11 Norco Strategic Planning Committee meeting minutes
- IV.A.1-12 District Board of Trustee meeting agenda and minutes
- IV.A.1-13 Membership list showing name of co-chair, District Program Review Committee
- IV.A.1-14 Membership list showing name of co-chair, District Assessment Committee
- IV.A.1-15 Position and duties of Faculty Development coordinator, Norco Campus
- IV.A.1-16 District Academic Senate and Norco Senate minutes of election of Tom Wagner as Senate President
- IV.A.1-17 CTA Minutes of election of Karin Skiba as President of bargaining unit
- IV.A.1-18 *Instructional Program Review: Comprehensive (Background & Guidelines)*
- IV.A.1-19 District Assessment Report showing name of author
- IV.A.1-20 Norco faculty-administration workshop, fall 2005; reading and dialogue on Gen Ed. SLOs developed by coordinator of District Assessment Committee
- IV.A.1-21 DAC Minutes showing adoption of gen ed SLOs
- IV.A.1-22 *COR Guide*, Curriculum Committee
- IV.A.1-23 *Handbook for Online Faculty*

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

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.

DESCRIPTIVE SUMMARY

In 2004-2005, in response to ACCJC visiting team recommendations in 2001 pointing out the need for more sophisticated planning

processes, the district developed a Strategic Planning Process which was designed to ensure that faculty, staff, and administrators have a clear and substantive role in governance and a voice in policies, planning and budget. These “newly established principles and planning processes formally address academic, administrative, and facilities planning in a structured and integrated system” (IV.A.2-1). This new framework outlines a flow of communication and dialogue between all constituencies at the district and local levels to ensure that all interests are well represented in all of the governing bodies and committees of the institution.

All meetings of councils, committees, and other planning groups are held on a regular basis, have a published agenda, and are open to the community. The various roles and duties of Norco institutional decision-making bodies are detailed in standard IV.A.1. above.

In addition, Board policy sets out its own role in institutional planning and establishes the roles of the Academic Senate, classified staff, administration and associated student government in collegial governance (IV.A.2-2). The language delineating these roles assures that students, staff, and faculty have effective participation in developing recommendations to the Board of Trustees (IV.A.2-3).

Since May 2005, the president of the Norco Academic Senate has served on the District Academic Senate, which meets monthly with the Chancellor, the Vice-Chancellor for Academic Affairs, other campus academic senate officers, and chairs of the District Academic Senate standing committees. The senate president also meets monthly with the chancellor, his cabinet, and the president of the union at the district’s Board Book Review, and again with the chancellor

for a separate, informal Academic Senate discussion group. Also, the Norco Senate president is a member of the Board of Trustees subcommittees and attends all Board of Trustee meetings, except those held in closed session, reporting activities and decisions back to the local Norco Academic Senate.

Members of the Norco Academic Senate attend regular meetings of the District Curriculum, Program Review, Assessment, Academic Standards, and Professional Growth & Sabbatical Leave Committees, reporting decisions and information back to the faculty at Norco Campus. In addition, four Norco Academic Senate standing committees have been established and will assume independent status in fall 2007 (IV.A.2-4):

- Norco Curriculum Committee
- Academic Standards and Publications Committee
- Program Review and Assessment Committee
- Norco Academic Planning Council

Besides their campus roles serving on a variety of Norco planning and governance committees and councils (see standard IV.A.1), Norco administrators sit on district standing committees (including the District Strategic Planning Committee), participate on ad hoc committees, and serve on district task forces. Further delineation of district vs. campus administrative roles is laid out in the Academic Affairs and Governance functions maps found in the Introduction to this self study (IV.A.2-5).

The district clearly defines the role of classified staff in Board Policy #1011, which states that classified staff will have one representative appointed to each board committee (IV.A.1-6). Board Policy #2510, “Participation in Local Decision-Making,”

states: "Staff shall be provided the opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the CSEA will be given every reasonable consideration" (IV.A.1-6). A staff representative sits on the Board of Trustees standing committees, District and Norco Strategic Planning Committees, the District Prerequisite Advisory Committee, and the Accreditation Standard Committee (IV.A.7, 8-11). Classified staff members also serve on campus-wide committees when their expertise is needed or when a particular committee deals with a shared governance issue.

Students provide input into institutional decisions through student government, the ASNC constitution, and board policy (IV.A.2-12). On January 19, 1993, the Board of Trustees accepted and approved a student shared governance proposal in which the Board of Trustees recognizes the designated Student Trustee as the authority for defining student participatory governance procedures (IV.A.2-13). Student government is responsible for representing the social, political, monetary and educational concerns of Norco students. Student representatives serve on the Board's four standing committees (Governance, Planning, Resources, Teaching & Learning), serve on the District Strategic Planning Committee along with the faculty Academic Senate, and participate on district-wide committees that affect student interests (IV.A.2-14).

SELF-EVALUATION

The standard is met. Written board policies and district documents exist that clearly specify the manner in which administrators, faculty, staff and students will bring forward ideas and work together to bring about their implementation. The District Strategic Planning Process (along with its

related documents and strategic planning committees) is a positive response to 2001 accreditation team recommendations to develop a more sophisticated planning structure. Since the last self-study, separate Norco Academic Senate with standing committees and the Norco Associated Students have been established. Faculty and staff are active at all levels of district and Norco planning and decision making.

District administrators also contribute significantly to institutional governance. Not only do administrators (both academic and classified) serve on district committees, task forces, strategic planning committees, accreditation standard committees, etc., they serve as resource personnel for standing committees, often coordinating meetings and providing background and supporting materials. In many cases, district administrators and faculty share committee leadership responsibilities.

The Norco Academic Senate has made considerable progress in defining the relationship between district and campus senates, but there is still some confusion about the duties of the District Academic Senate standing committees and the Norco Senate committees in shared governance areas, especially regarding the role and responsibilities of the Norco Curriculum Committee with respect to those of the District Curriculum Committee. More formal processes need to be implemented to clarify lines of authority and responsibility.

Recommendations from District Academic Senate standing committees are generally followed by the administration and acted upon by the Board of Trustees. As Norco Campus moves to full college status, its own newly established Academic Senate committees (Curriculum, Academic Standards & Publication, Program Review & Assessment, and Academic Planning Coun-

cil) will be expected to take the lead in shared governance responsibilities and represent local senate and college interests at the district level.

The Board of Trustees recognizes the student government as the appropriate organization to select student representatives to serve on district committees, task forces, or other governance groups “that have or will have a significant effect on students” (IV.A.2-15). Each shared governance committee at Norco welcomes and strongly encourages student participation.

PLANNING AGENDA

- Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate.

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.

DESCRIPTIVE SUMMARY

Faculty recommendations regarding student learning programs and services primarily arise through the following groups:

- Norco Academic Senate and its standing committees, including the Norco Curriculum Committee and the Norco Academic Planning Council
- Norco Strategic Planning Committee via the Instructional Programs and the Student Support Services subcommittees.⁴²

⁴² All department chairs, co-chairs and assistant chairs participate in the Academic Planning Council. An

These governing bodies provide an effective means for faculty participation in all issues related to student learning programs and services at Norco Campus.

Administrators attend both district and local Curriculum Committee meetings and Academic Senate meetings to facilitate communication about issues related to student programs and services.⁴³ Administrators also work with faculty and staff on strategic planning sub-committees and on the Academic Planning Council.

As detailed in standard IV.A.1, the District Program Review and Assessment Committees include several active faculty participants from the Norco Campus who are appointed by the campus Senate. These faculty-driven committees have had primary responsibility for working with faculty in all disciplines and with service areas to facilitate the development of appropriate student learning outcomes at the district, program, discipline and course levels, as well as a more effective program review process in order to assess the effectiveness of stated SLOs in improving student learning. Both district and Norco administrators also serve on these committees.

elected representative from each academic department serves on the Norco Curriculum Committee. Two representatives from each department plus Academic Senate committee chairs comprise the voting membership of the Norco Academic Senate.

⁴³ Until spring 2005 Norco administrators and faculty attended District Academic Senate meetings, and Norco faculty made recommendations about learning programs and services as part of the single district-wide Senate. The same delineation of functions and roles applied to faculty recommendations about academic programs and courses, which were accomplished through a single district-wide Curriculum Committee. Until fall 2007, when the Norco Curriculum Committee began independent deliberations on programs created solely for Norco Campus, the institution relied on the district Curriculum Committee for recommendations about all programs, degrees, and certificates.

The nine strategic planning subcommittees of the Norco SPC review and make recommendations on all aspects of campus operations; the Instructional Programs and Student Support Services subcommittees are specifically set up to make recommendations on new programs and services at Norco Campus.

The written procedures delineating faculty roles and responsibilities for student learning programs appear in the District and Norco Academic Senate Constitutions and by-laws, the Curriculum Committee Handbook, the new program development process, the program review committee handbook, the flowchart for communication of decisions from the District Strategic Planning Council to the Norco Strategic Planning Committee, and the Academic Planning Council (IV.A.2-16, 17-21).

SELF-EVALUATION

The standard is met. As a relatively small institution in its early years, Norco staff and faculty were able to make recommendations about student learning programs and services by participating on district committees and by utilizing informal systems of governance. To prepare to operate effectively as a larger, independent institution, Norco has formalized its Academic Senate and strategic planning activities to assure direct fac-

ulty access to district management structures and to strengthen local governance over programs and services through monthly faculty meetings, department meetings, NAPC meetings, and Norco Strategic Planning Committee meetings.

The focus of the Norco Academic Senate is to strengthen its subcommittees in order to ensure that faculty ideas and concerns about student learning programs and services are raised through appropriate governance processes. The Norco Curriculum Committee established in 2006 is charged with oversight and development of programs and courses specific to Norco Campus as well as supporting the Board Policy mandating a district-wide curriculum to ensure students can freely move between the campuses.

PLANNING AGENDA

- Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services.
- Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate with its standing committees.

List of References

IV.A.2-1	<i>Strategic Planning Process, 2001-2006</i>
IV.A.2-2	Board Policies, Sections 4 – Academic Affairs, and Section 5 – Student Services
IV.A.2-3	CA Academic Senate/Title 5 document(s) listing 11 areas of shared governance
IV.A.2-4	October and November 2006: Norco Academic Senate meeting minutes establishing standing committees
IV.A.2-5	RCCD District-Campus Functions Maps, Introduction to Self Study, pages 58-84.
IV.A.2-6	Board Policy Manual: Board Policies #1011, #2510
IV.A.2-7	District Budget Advisory Committee membership list
IV.A.2-8	Sample Board of Trustees standing committee agendas showing Norco staff representation and attendance

IV.A.2-9	Strategic Planning Committee membership list
IV.A.2-10	District PCAL Committee membership list
IV.A.2-11	Accreditation Standard Committee membership list
IV.A.2-12	Associated Students Norco Campus constitution and by-laws; Board Policy Section 5 – Student Services
IV.A.2-13	Student Shared Governance Proposal
IV.A.2-14	Sample Board standing committee meetings showing student attendance/ participation
IV.A.2-15	Board Policy, Section 5 – Student Services
IV.A.2-16	District Academic Senate Constitution and By-Laws
IV.A.2-17	Norco Academic Senate Constitution and By-Laws
IV.A.2-18	District Curriculum Committee Handbook
IV.A.2-19	<i>Locally-Developed New and/or Substantially Changed Program Approval Process</i>
IV.A.2-20	<i>Strategic Planning Process, 2001-2006</i>
IV.A.2-21	Roles and responsibility of Norco APC

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.

DESCRIPTIVE SUMMARY

In 2005-2006, after three years of planning and dialogue by representatives from all constituency groups in the district, RCCD began major revisions to the organizational structure at the district level as a response to the 2001 accreditation team’s recommendations and in anticipation of the transition to a three-college district. The district organizational structure charts and Functions

Maps (see Introduction to Self Study) outline a flow of communication and decision-making between all constituency groups: the Board of Trustees, district and local administrators, faculty, staff, and students.

The Board of Trustees has established four standing committees composed of representatives from each constituency group, en-

suring that each group is provided the opportunity to participate effectively in the RCCD governance (IV.A.3-1). Meetings of the Board of Trustees and the standing committees are held on a regular basis, have published agendas, and are open to the community to allow for public comment.

At the same time, the Norco Campus established major revisions to its organizational structure in anticipation of a move toward college status within the district. The position of Provost was redefined to that of campus President, and the positions of Vice President Educational Services and Vice President Business Services were added to the organizational structure. The flow of communication between the administrative constituents and staff is now well defined (IV.A.3-2).

In addition to the established district governance structures, Norco Campus has es-

established specific strategic planning subcommittees and other structures and practices to address all areas of governance. Standards IV.A.1 and IV.A.2 above give a detailed explanation of the various governance structures of Norco Campus as well as the processes that have been developed to ensure effective communication, forums for dialogue, and collegial governance among the Norco Campus constituents.

Briefly, the Norco Strategic Planning Committee (NSPC), the Strategic Planning Co-Chairs Council (composed of co-chairs from each subcommittee), and the nine NSPC subcommittees are composed of members from the Norco Campus administration, faculty, staff, and students. These committees meet on a regularly basis, have published agendas, and are open to the college community. All meetings have published minutes posted to the Norco Campus website (IV.A.3-3, 4, 5).

In addition, Norco Campus has established the Norco Academic Planning Council (NAPC), a committee of the Academic Senate, to address issues pertinent to growth and development on the campus. Topics of direct interest to the governance of Norco Campus have included faculty hiring recommendations, class scheduling, budgetary recommendations, enrollment management issues, and the development of the Norco Academic Master Plan (NAMP). The NAPC membership comprises elected chairs, co-chairs, and assistant chairs representing each department on the Norco Campus. The Dean of Instruction, the Vice President of Educational Services, and the faculty chair of the Academic Senate NAPC committee serve as the NAPC facilitators. The NAPC meets on a monthly basis throughout the fall and spring semesters; meetings have published agendas, are open to the college community, and have published minutes available for review in the office of the Dean of Instruction.

In addition to the formal mechanisms for collegial communication described above, the campus is attempting to foster dialogue throughout the organization by other means. A campus-wide workshop devoted to dialogue was held in February 2007. This session was designed to impact techniques for promoting open dialogue in both formal and informal settings and to provide participants with opportunities for engaging in campus-related dialogue in a follow-up FLEX session, in which Norco faculty used the techniques learned to discuss the six accreditation themes.

As detailed in standard IV.A.1, the Norco Academic Senate, the Associated Students of Norco Campus, and other campus-wide committees and councils meet regularly to discuss and take action on issues of importance to the institution. All dialogue within and between the various governance groups at Norco Campus is designed to facilitate improved student learning and enhance the effectiveness of the institution.

SELF-EVALUATION

The standard is met. Interactions within and among the various governance structures at Norco Campus--the Norco Strategic Planning Committee, NSPC Co-Chairs Council and subcommittees, the Norco Academic Planning Council, the Academic Senate and its subcommittees, and the Associated Students Norco Campus--involve all constituency groups on the Norco Campus. It is the responsibility of these committees and councils to gather information, deliberate, report, and formulate recommendations regarding policies and procedures, budget recommendations, and resource allocations.

In addition, the positions of the academic department chairs (now the Norco Academic Planning Council), the officers of the

Norco Academic Senate, and students have been incorporated into the Norco Campus organizational structure (IV.A.3-2). The relationship and lines of communication and responsibility between Norco Campus faculty, staff and administrators and officials at the district level--the Chancellor and Vice Chancellors and the Board of Trustees--are in the process of being formalized. There is a need to clarify the relationships between the Norco Academic Senate, the Norco Associated Students, and the Norco Campus organizational structure as well. This will complete the flow of communication between all constituent groups.

There is a need for an orientation to governance and/or a Governance Handbook to explain the principles, organizational structure, operating procedures, and membership of the various Norco Campus constituency groups. Agendas and minutes from the Norco Academic Planning Council meetings are available online.

PLANNING AGENDA

- Develop an orientation to governance and a Norco Campus Governance Handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups.

List of References

IV.A.3-1	Board of Trustees standing committee membership lists
IV.A.3-2	Norco Organizational Chart, Introduction to Self Study, page 57.
IV.A.3-3	Norco Strategic Planning Committee membership list
IV.A.3-4	Sample Norco Strategic Planning Committee minutes
IV.A.3-5	Sample Norco Strategic Planning Co-Chairs Council minutes
IV.A.3-6	<i>Strategic Planning Process, 2001-2006</i> : flow chart of strategic planning structure
IV.A.3-7	Sample Board of Trustees meeting agenda

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.

DESCRIPTIVE SUMMARY

The Norco Campus fully understands the importance of honesty and integrity in its relationships with external agencies and is committed to compliance with the letter and the spirit of the accreditation standards, policies, guidelines and the Commission's requirements for public disclosure, self-study and team visits.

It was the Accreditation Steering Committee's task, as agreed upon by the Norco Academic Senate and the administration, to ensure that the self-study process included all college constituent groups, fostered an open and supportive environment for input, and met the Commission's requirements for public disclosure, inclusive self study, and review of previous recommendations.

Representatives of all the constituents of Norco Campus (students, faculty, staff, and administration) have taken an active and conscientious role in preparing the current self-study. Carefully adhering to the new format for the standards and other Commission guidelines for the self study, the Norco Campus Steering Committee, under the guidance of the President, the Vice President of Educational Services, and the Dean of Instruction, has provided the leadership to collect evidence about the current status of the Norco Campus, assess which areas need improvement, and develop a planning agenda for the future. Every effort has been made to comply with all Accrediting Commission standards, policies, and guidelines as well as the requirements for public disclosure. Furthermore, Norco Campus, as part of Riverside Community College District, has met and/or exceeded all of the recommendations made by the previous (2001) accreditation visiting team. (IV.A.4-1)

In fall 2005, planning for the self study began with the establishment of the Norco Campus Accreditation Steering Committee comprised of selected faculty co-chairs, faculty/administrative co-chairs for each of the four standards, and appropriate campus leadership. At that time, nine subcommittees were formed and charged with writing various segments of the self study after engaging in dialogue and conducting background research; the Steering Committee appointed faculty/staff co-chairs for each of these. Relevant ACCJC documents were collected and disseminated in preparation for the writing task, which began in February 2006. Involved faculty and staff received training in the scope and compass of the self study document during a retreat in February 2006.

The dialogue, preliminary drafts, and evidence collection processes, once begun, continued through the spring and fall of 2006, with the nine subcommittees meeting on a regular basis to discuss the process and share ideas and concerns. During the spring of 2006, four major standard committees were set up to coordinate the work of the nine subcommittees. The Steering Committee co-chairs also held bi-monthly meetings to allow each subcommittee the opportunity to present its achievements or to share any challenges related to the self study with the rest of the campus. In turn, the campus community was able to provide input, varying views and opinions, which were then incorporated into the self study documents, ensuring that all voices were represented.

The four standard committees completed the first rough draft during summer of 2006, and the self-study editor was named and added to the Steering Committee at that time. During the late summer and fall of 2006, administrators, faculty, staff, and students gathered and organized appropriate evidence to support their findings. Materials pertinent to the self study were posted on the college website (IV.A.4-2) as the draft writing was in progress so that they could be reviewed by all campus stakeholders.

In fall 2006, the self study editor, working with the district Vice Chancellor for Institutional Effectiveness, completed an online template for the four standards and the introduction to the self-study. As written drafts were reviewed, revised and completed, the editor uploaded them to the Norco Campus webpage on the district Accreditation website (IV.A.4-3). In this manner, the draft self study could be shared with all campuses in the district and with administrators at the district level. The timeline, committee composition, process, and procedures for implementing and com-

pleting the self-study were conveyed to the Vice Chancellor's office on a regular basis by the Steering Committee co-chairs, the self-study editor, the Vice President of Educational Services, and the Dean of Instruction of Norco Campus (IV.A.4-5). In spring 2007, the editor and Steering Committee co-chairs distributed the final draft to all campus constituencies for reading and input, and after incorporation of suggestions and emendations, the self study was submitted first to the Norco Academic Senate and then to the Vice Chancellor's office for approval at the district level. The Board of Trustees approved the final written edition of the self study in spring 2007.

SELF-EVALUATION

The standard is met. The district has established a process to ensure that all constituencies

have access and input into accreditation documents via the Norco and district Accreditation websites and through frequent campus meetings and draft reviews (IV.A.4-6, IV.A.4-7). When completed, the 2007 self study report presented to the Commission and the public a vital, serious, and accurate report of the status of Norco Campus and its plans for future improvements related to the accreditation standards. Norco Campus has done its best to advocate for and demonstrate honesty and integrity in its relationship with the district, external agencies, and the Accrediting Commission.

PLANNING AGENDA

None

List of References

IV.A.4-1	2001 ACCJC Accreditation Team Recommendations for Riverside City College District
IV.A.4-2	Norco Campus Forums: http://204.69.1.62/norco/forums/
IV.A.4-3	Accreditation website: http://accreditation.rcc.edu/default.aspx
IV.A.4-4	Board of Trustees Meeting minutes and agendas
IV.A.4-5	Sample E-mail correspondence between co-chairs/editor of self-study and Kristina Kauffman, Associate Vice Chancellor of Institutional Effectiveness; Dean of Instruction and VP to co-chairs and to Associate Vice Chancellor, etc.
IV.A.4-6	Accreditation Standard meeting minutes
IV.A.4-7	Sample rough, first final, and 2 nd final drafts, Norco Campus self study

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

As previously noted in standard IV.A.3, in 2005-2006 RCCD began major revisions to

its organizational structure at the district level in anticipation of the transition to a multi-college district. The current district organizational structure (see district Organ-

izational Charts, Introduction) outlines the flow of communication between all constituency groups from the Board of Trustees and district officials to Norco Campus administrators, faculty, staff, and students.

Standing committees of the Board are composed of representatives from each constituency group, ensuring all parties the opportunity to participate effectively in RCCD governance. Likewise, standing committees and councils at the campus level ensure participation by administrators, faculty, staff and students in decision-making related to improvement of student learning and services at Norco Campus.

In 2005-2006, after much formal and informal dialogue by all campus constituencies directed towards evaluation of the effectiveness of existing governance structures on a rapidly growing campus, Norco Campus made major revisions to its own organizational structure in anticipation of a move toward college status within the district.

Specifically, the position of Provost was re-defined to that of President, and positions of Vice President Educational Services and Vice President Business Services were added to the organizational structure. In the spring of 2007 Norco Campus gained an Assistant Dean of Library and Learning Support Services. The flow of communication between the administration and staff/

faculty is increasingly well defined and supportive of campus and community needs (IV.A.5-1).

All of these administrative changes, as well as the formation of a fully functioning Norco Academic Senate and Curriculum Committee, the institution of strategic planning sub-committees, and the creation of the Norco Academic Planning Council, were made in response to perceived needs with regard to: (a) having strong executive leadership at the Norco Campus; (b) addressing a shortage of administrators specifically responsible for Norco, particularly in the areas of Educational and Business Services; (c) strengthening independent shared governance bodies; and (d) increasing faculty, staff, and student participation in shared governance.

As Norco Campus begins to operate with these additional governance structures, formalize methods of evaluating them will be developed.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

- Establish formal processes for evaluating the newly created governance structures.

List of References

IV.A.5-1 Norco Campus Organizational Chart



STANDARD IV.B
Board & Administrative Organization

Standard IV.B: Board and Administrative Organization

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

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

questions and to discuss all matters, may not vote or participate in closed meetings of the board.

The Board of Trustees is governed by a set of bylaws, set forth in the Board Policy Manual, that mandate how, when, where and in what manner the Board shall govern the district (IV.B.1-3).

DESCRIPTIVE SUMMARY

The governing board of Riverside Community College District (RCCD) is the Board of Trustees, composed of five local residents, elected at large for four-year terms. Any registered voter living in the Riverside Community College District can vote during a trustee election, which is held in November at the same time as general and local elections. The district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year and three members the next succeeding even-numbered year. The District has a written policy to fill any vacancies that might occur (IV.B.1-1). A student-elected trustee represents the interests of students at all three campuses in the district (IV.B.1-2). The student trustee, although empowered to ask

Board policies which deal directly with the organization and conduct of the Board include:

- 1010 Legal Authority and Organization
- 1011 Board of Trustees' Committee By-laws
- 1015 Election and Terms of Members
- 1016 Student Member of Government Board
- 1036 Open Meetings and Public Participation
- 2000 Organizational Structure
- 2200 Board Duties and Responsibilities
- 2410 Policy and Administrative Procedure
- 2740 Board Education
- 2745 Board Self-Evaluation
- 2715 Code of Ethics/Standards of Practice
- 3050 Institutional Code of Ethics

It is the policy of RCCD that the Board members have no employment or personal financial interest in the institution.

The Board is an independent policy-making body that relies primarily on the administration to provide direction in policy development and implementation. In an effort to provide a venue for presentations and discussion about topics pertinent to the governance of the district, the Board has established four standing committees comprised of representatives from various college constituencies serving with two Board members. Each committee is a venue for the discussion, review and deliberation of issues related to effective governance of the college (IV.B.1-4):

- **Governance Committee** - State and local governance matters, mission, institutional effectiveness, jurisdictional issues.
- **Planning Committee** - Strategies, goals and objectives; evaluation of institutional progress in meeting strategic planning goals; long-range planning for all resources needs; facilities-related projects.
- **Resources Committee** - Issues related to human, financial, physical, technology resources; staff development and training; facilities planning and construction; information technology; capital outlay.
- **Teaching and Learning Committee** - Academic affairs, student services, program review, staff development, student access and diversity, and related legislative matters.

Regular Board of Trustees meetings take place on the third Tuesday of the month, while standing committee meetings are held on the second Tuesday of the month

(IV.B.1-5).⁴⁴ Each board agenda provides for public presentation and for staff reports as appropriate. All general board and standing board committee meetings are open to the public,⁴⁵ and board policy requires the keeping and preserving of minutes of all board meetings. These minutes are kept in hard copy in the chancellor's office and on the RCCD website. The Board, as a group, takes action only when there is a majority decision of its members.⁴⁶

Statements reflecting expectations for institutional integrity and effectiveness of student learning program are found in the vision, mission statements, and the goals of the Board of Trustees (IV.B.1-6).

SELF-EVALUATION

The standard is met. The Board of Trustees of Riverside Community District (RCCD) has developed clear policies and administrative procedures to ensure institutional effectiveness and the quality of student learning, and to protect the district from undue influence or pressure (IV.B.1-3).

PLANNING AGENDA

None

⁴⁴ Board meetings are usually held at the Riverside City Campus, but once each semester they are held at the Moreno Valley and Norco Campuses, reflecting the board's recognition that the district serves all three communities.

⁴⁵ The Board also meets in closed session to discuss personnel and litigious issues.

⁴⁶ No vote is taken at standing committee meetings, and an item can be withdrawn from the Board agenda before the Board committee meeting if further clarification is required.

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.

DESCRIPTIVE SUMMARY

The mission of the Riverside Community College District is both comprehensive and specific:

The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer programs paralleling the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical programs and courses prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the internal harmony of the communities it serves. The District serves Western Riverside County from three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.

The Norco Campus mission statement is as follows:

Today's Students, Tomorrow's Leaders

Norco Campus, located in Western Riverside County, provides educational programs, services, and learning environments that meet the needs of a diverse community. We equip our students with the academic and technological skills to attain their goals in higher, occupational, and continuing education, workforce development, and personal enrichment while they achieve established learning outcomes. Norco Campus emphasizes the development of technological programs to meet the needs of the growing business community. As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.

Primary goals of the district are to respond to the educational needs of an ever-changing community, to provide programs and services that reflect academic excellence, and to ensure that the district's three campuses promote open access and celebrate the diversity both of its students and staff, as well as the community.

These goals are accomplished through its three campuses, Riverside City, Norco, and Moreno Valley, which provide comprehensive programs and services in:

- Lower division transfer curricula
- Occupational and technical curricula
- Community and contract education
- Basic skills development
- Economic development and workforce preparation.

To ensure the quality and integrity, and improvement of the district's student learning programs and services, the Board of Trustees reviews and approves all district educational programs; reviews and approves the budget as well as all district expenditures at its monthly meetings; and relies on the chancellor, district administrators, the

three campus presidents, and their administration to ensure that institutional practices reflect both board-approved policies and the mission statements of each campus (IV.B.1-7, IV.B.1-8).⁴⁷

Board of Trustees policies outline the process for program and curriculum development and articulation as well as the philosophy and criteria for associate degrees throughout the district (IV.B.1-9). The Curriculum Process agreement with the District Academic Senate establishes the relationship between Board policy and shared governance in the areas of curriculum and program development (IV.B.1-10).

In addition, the Board has established a series of Board policies to govern support services to students (IV.B.1-11).

SELF-EVALUATION

The standard is met. Board policies are sufficient to assure consistency with the district's mission and goals. Board policies are reviewed periodically and revised as necessary.

PLANNING AGENDA

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

⁴⁷ Before approving any major item – including new or revised curriculum, the budget or budgetary revisions, and/or institutional practices – the Board of Trustees discusses the item in the appropriate board standing committee meeting. As stated in standard IV.B.1.a, these committee meetings allow for participation and discussion and for board members to listen to differing points of view before an item comes to the board for final approval at its regular meeting.

DESCRIPTIVE SUMMARY

The Board of Trustees receives regular reports and presentations concerning the status of various educational programs, strategic planning, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each Board meeting (IV.B.1-12). The reports are presented in public meetings and via written reports within the board agendas given to trustee members on a monthly basis. Suggestions for improvement, if necessary, are discussed by the Board in its standing subcommittees (see standard IV.A.1.a. above) and at regular Board of Trustee meetings, and communicated to the proper campus administrator(s).

Legal matters of the District are discussed in both open and closed sessions of the Board. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of legal decisions. Specific statutory issues such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation and labor negotiations are discussed in closed session meetings. The intent to hold a closed session is always announced in the Board agenda and when action is taken on an item discussed in closed session, the action must be reported out in open session.

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an independent audit firm and a minimum requirement of a 5 percent reserve (IV.B.1-15). The Board approves the yearly budget and monitors expenditures via the Board of Trustees Board packet, which includes a list of requisitions paid on a monthly basis (IV.B.1-16).

SELF-EVALUATION

The standard is met. The governing Board demonstrates its responsibility for educational quality, legal matters, and financial integrity.

PLANNING AGENDA

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board of Trustees is governed by a set of policies that specify the Board's size, duties, responsibilities, structure, and operating procedures. These policies are listed in standard IV.B.1.a above and included in the District's Board Policy Manual (IV.B.1-17). This manual is available to the college community and district residents on the RCCD website and in paper form in the President's and Chancellor's offices. The Board policies are updated as necessary based on information supplied by the Community College League of California (IV.B.1-18, IV.B.1-19). A major update of board policies and procedures was undertaken in spring 2007 (IV.B.1-14, see standard IV.B.1.e below for details).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

As stated previously, the Board of Trustees operates under Board Policies Section 1 (District) and Section 2 (Board of Trustees), which include bylaws of the board in accordance with related state education and administration codes. Minutes and resolutions of the RCCD Board of Trustees reflect that it consistently acts according to its policies and bylaws.

Board policies are reviewed periodically during Board retreats and scheduled Board of Trustees meetings to ensure they conform to current legislation. In order to accommodate the transition to a multi-college district and to ensure compliance with mandated evaluation and revision of policies and practices, a major update of board policies and procedures was begun in spring 2007 (IV.B.1-14). Dates of board policy revisions are located on the RCCD website, as well as in the individual policy. Board policies are available to the public on the RCCD website (see IV.B-1-5).

An update of major sections of board policies and procedures was initiated during 2006, including board, general institutional, and district policies; academic affairs; student services; the academic senate; human resources; and business & fiscal affairs. New policies/ procedures sections include:

- Section 1 – District
- Section 2 – Board of Trustees
- Section 3 – General Institution
- Section 4 – Academic Affairs
- Section 5 – Student Services

- Section 6 – Business & Fiscal Affairs
- Section 7 – Human Resources

It is anticipated that all policies will have been written, revised and approved by the Board of Trustees over the next 12-18 months. From that point, all policies and procedures will be updated twice yearly, based on advisory information provided by the CCLC.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.f. The governing board has a program for development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

Under the direction of the chancellor, the district conducts an orientation session for all candidates running for the office of the Board of Trustees. The orientation includes a brief history of the district, an overview of the budget, an overview of Academic Affairs and Student Services units, an overview of strategic planning and development initiatives, a profile of the district demographics, the role of the Academic Senate, the role of the bargaining units, the role of the trustees, and time for questions. The presidents of the three campuses, appropriate vice presidents, and other members of the Chancellor’s Cabinet, the District Academic Senate president, and the presidents of the bargaining units conduct the orientation, which includes a tour of the District.

Also, Board members receive information about and attend sessions on board duties and responsibilities sponsored by the California Community College League in Sacramento every year at the end of January. Board members also attend such sessions as those sponsored by the California Community College League or the Center for Effective Governance (IV.B.1-18, IV.B.1-19). The Association of Governing Boards (AGB) also conducts conferences and produces written materials for Board development (IV.B.1-23). In addition to attendance at a wide variety of state and national trustee conferences, board members also attend Board Planning Retreats held on an annual basis (IV.B.1-24). These activities provide an update on programs and services at all campuses and the budgetary status of the district.

As noted previously (see standard IV.B.1.a.) the district ensures the continuity of board membership and provides for staggered terms of office: two members take office on the first Friday in December in one even-numbered year and three members the next succeeding even-numbered year. The District also has a written policy to fill any vacancies that might occur (IV.B.1-1).

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

Board Policy #2745, "Board Self-Evaluation," clearly defines processes for self-evaluation of members of the board (IV.B.1-25). The policy provides for an annual self-assessment process to both consider its effectiveness and model its commitment to continuous improvement. Dialogue will be structured around the Board's effectiveness with regard to:

1. Commitment to Learners
2. Constituency Interface
3. Community College System Interface
4. Economic/Political System Interface
5. District Policy Leadership
6. Management Oversight
7. Process Guardianship

The Board regularly calendars the various dialogue/assessment topics on their Board of Trustees agenda for open-ended discussion.

SELF-EVALUATION

The standard is met. Board Policy #2745 clearly defines a self-assessment process for the Board of Trustees. The Board does discuss the above dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings. Self-assessment discussions have occurred on a yearly basis at the spring Board Retreat.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

The Riverside Community College Board of Trustees maintains Board Policy #2715, "Code of Ethics/Standards of Practice," which specifically defines appropriate motives and actions of the Board of Trustees and provides a process for dealing with behavior in violation of the policy (IV.B.1-26). The Board also maintains Board Policy #1080, Conflict of Interest Code, pursuant to the requirements of the Political Reform Act of 1974, Gov. Code §81000. This code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all board members fill out a Statement of Economic Interest (California Fair Political Practices Commission 1999/2000 Form 700), which is kept on file in the Human Resources office.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Since the inception of the current accreditation self study process at Riverside Community College District (RCCD), the Board

of Trustees has been kept abreast of the accrediting process through ongoing reports at board meetings given by the Chancellor, the Vice Chancellor of Academic Affairs, the presidents of the campuses, the campus accreditation co-chairs, and the president of the District Academic Senate.

The Board has shown its commitment to conduct a thorough and accurate self-study with wide involvement of all constituencies through its allocation of funds for this purpose. The final draft of the Norco self study had the approval of the Board of Trustees before the report was sent to the Accrediting Commission.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/ system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

DESCRIPTIVE SUMMARY

Board Policy #2431, "Chancellor Selection," states that "in the case of a Chancellor, vacancy, the board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations." Board Policy #2430, "Delegation of Authority to the Chancellor," defines the duties and responsibilities of the chancellor (IV.B.1-27). The Board conducts annual evaluations of the chancellor as specified in Board Policy #2435, "Evaluation of Chancellor"; these evaluations are conducted in closed session. In turn, the Chancellor evaluates the college presidents once every three years, or sooner as needed, according to established policy, using the Management Performance Evaluation Process (IV.B.1-28, IV.B.1-29). When a vacancy exists at the president's level, the chancellor directs a search, oversees the selection process, evaluates the recommendations of the search committee, and may authorize site visits for candidates at the final interview level. The chancellor presents the final candidate to the board for approval.

The first chancellor of the district, appointed to that position in 2002, informed the Trustees of his intent to retire in July 2006. A firm was engaged to facilitate the process and by fall 2006, the search for a new chancellor was underway. Since the process spanned several months, the chancellor's stay was extended and continues as of this writing.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

List of References

- IV.B.1-1 Board Policy #1015: Election and Terms of Members
- IV.B.1-2 Board Policy #1016: Student Member of Governing Board
- IV.B.1-3 Board Policy Manual, Section 2: Board of Trustees
- IV.B.1-4 Board Policy #1011: Board of Trustees' Committee By-Laws
- IV.B.1-5 Calendar of scheduled board meetings. www.rcc.edu/administration/board
- IV.B.1-6 RCCD Mission Statement and Gen Ed SLOs
- IV.B.1-7 Sample Board Agenda
- IV.B.1-8 District and Norco Campus Mission Statements
- IV.B.1-9 Board Policy, Section 4 – Academic Affairs
- IV.B.1-10 Curriculum Process Agreement, http://academic.rcc.edu/academicenate/District_Curriculum.htm
- IV.B.1-11 Board Manual, Section 5 – Student Services
- IV.B.1-12 Sample Board of Trustees agenda and Board of Trustees minutes
- IV.B.1-13 Sample Board of Trustees agenda showing closed legal discussion
- IV.B.1-14 Board of Trustees: minutes of agreement with legal consultant to revise policies
- IV.B.1-15 District Annual Audit Report
- IV.B.1-16 Sample Board of Trustee meeting requisition lists
- IV.B.1-17 Board Policy Manual; see also www.rcc.edu/board/
- IV.B.1-18 Community College League of California website: <http://www.ccleague.org/pubs/policy/jtstmt.asp>
- IV.B.1-19 Center for Effective Governance website: <http://www.acct.org/CenterEffectiveGovernance.asp>
- IV.B.1-20 See in particular old Board Policies #3099, 3100, 3110, 4099, 4100, 4110, 6100, 6110, 6200.
- IV.B.1-21 Board Agenda: Agreement with Consultant, CCLC
- IV.B.1-22 Board Policy 3099/4099 (old) or BP 7120 (Recruitment and Hiring); BP 3100/4100/6100 (old), or BP 3410 (Nondiscrimination); BP 3110/4110/6110 (old) and addenda, or BP 3430 (Prohibition of Harassment); Complaints of Discrimination & Harassment Procedure.
- IV.B.1-23 Association of Governing Boards: <http://www.agb.org/>
- IV.B.1-24 Sample Board Planning Retreat agenda
- IV.B.1-25 Board Policy #2045
- IV.B.1-26 Board Policy #2715
- IV.B.1-27 Board Policy #2430, 2431
- IV.B.1-28 Board Policies #2430, 2431, 2435
- IV.B.1-29 Management Performance Evaluation Process document

IV.B.2. The president has primary responsibility for the quality of the instruction he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

The President serves as the chief executive officer of the Norco Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The president of the Norco Campus has expanded the size of her administration and improved the institution's ability to provide appropriate services that reflect its mission and increased growth. She assigns responsibility to her team of administrators and managers consistent with their assigned responsibilities (IV.B.2-1).

The president has overall responsibility to establish collegial processes; to set values, goals, and priorities for the Norco Campus; and to communicate those values, goals, and priorities to all constituencies on the campus. She also is responsible for effectively controlling the budget and expenditures, and for working with the community that the Norco Campus serves.

The president communicates with the Board of Trustees by attending all of the Board of Trustees meetings and standing subcommittee meetings. She coordinates with the district chancellor by attending and participating in Chancellor's Cabinet, District Budget Bunch, and District Strategic Planning Committee meetings.

SELF-EVALUATION

The standard is met. Over the past fifteen years, the president, previously acting as the Norco Campus provost, successfully transformed the Norco Campus from a satellite educational center of the Riverside City College campus to a well-functioning, stand-alone college. Her leadership in this effort was recognized in April 2006, when she was recommended for promotion by the district chancellor and promoted by the Board of Trustees to the office of president of Norco Campus.

PLANNING AGENDA

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**

- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY

The president consistently strives to maintain collegiality in all the decision-making processes that occur campus-wide. She does this by meeting with the Norco Strategic Planning Committee chairs and subcommittee co-chairs; with individual department chairs and faculty by appointment; and by being present whenever possible at Norco Academic Senate meetings (IV.B.2-2). In addition, the president meets with all vice presidents and deans on a weekly basis to ensure that the college is meeting the needs of students effectively and efficiently through scheduled maximum classroom utilization that support maximum generation of state funding (IV.B.2-3). Also, she meets with Academic Senate and bargaining unit representatives to keep in touch with faculty contractual concerns and to comply with shared governance mandates (IV.B.2-4).

The president regularly examines, supports, and pursues the use of external and internal research focused on improvement of student learning and institutional effectiveness. This is evidenced by her requests for data from the Offices of Institutional Research and Reporting, labor and market research statistics for the communities served by Norco Campus, general community demographic data, and other academic research

related to higher education. This data is used by the president and all constituencies at Norco to ensure reliable evaluation of campus systems and procedures and appropriate institutional planning.

The Norco Campus president works closely with facilities personnel both at the site and district level, along with business service personnel, the vice presidents, and the dean of instruction to ensure that appropriate resource allocations are made which are necessary to achieving optimum student learning outcomes. The president engages in dialogue and collaborative problem-solving with faculty and staff leaders to ensure coordination between academic and resource planning and procedures. Finally, the president meets with community groups periodically to ensure community needs are identified and integrated into resource planning (IV.B.2-5). Processes and procedures by which the president evaluates overall institutional planning and implementation efforts include a systematic cycle of instructional and non-instructional program review, the regular collection of external and internal data, consultation and dialogue with staff and faculty, and regular review and revision of Norco Campus mission and goals.

As a result of the president's on-campus leadership, the Norco Campus has the reputation of having a most collegial staff and faculty within the district, while providing high level student learning opportunities with a comparatively small but effective administrative staff. The president coordinates with Norco faculty by attending Strategic Planning Committee meetings and by conducting regularly scheduled meetings with Norco Academic Senate officers and other campus faculty leaders. Also, the president coordinates with her administrative personnel by holding weekly Cabinet meetings and being available for individual

consultation and planning. Finally, she supports the collegial campus atmosphere by keeping an open-door policy for both faculty and staff.

SELF-EVALUATION

The standard is met. The president actively participates in the collegial governance processes and provides guidance for instruction and establishing procedures that make the college function at a high level of effectiveness and efficiency. Staff and Faculty Accreditation Surveys conducted in spring 2007 demonstrated that 82.5 percent of the staff and 71 percent of full-time faculty agree that the president provides effective leadership for the Norco Campus (IV.B.2-6).

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

The president has overall responsibility to know and understand all statutes, regulations, and board policies; to assure their consistency with institutional mission and policies; and to communicate to Norco Campus staff, faculty, administrators, and students all important and pertinent regulatory information. The president also is responsible for guiding the Norco Campus in accordance with the institutional mission and policies. The president keeps copies of all pertinent statutes, regulations, and board policies in her office and makes them avail-

able to all staff and faculty members. The Norco Campus president is a regular participant in the Chancellor's Cabinet, Budget Bunch, and Board of Trustee meetings, and attends District Strategic Planning meetings on a monthly basis. She attends other meetings as needed at the district level to ensure that the college is in compliance with state-wide and district mandates regarding budgets, policies, procedures, and actions.

SELF-EVALUATION

The standard is met. The President meets regularly with the District Board of Trustees and the Chancellor, and maintains up-to-date knowledge of board policies, procedures, and regulations. She places a strong emphasis on continuous college-wide dialogue related to the values, goals, and progress of Norco Campus in achieving its mission, in meeting student learning outcomes, and in continually striving to improve institutional effectiveness.

PLANNING AGENDA

None

IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The president is responsible for (1) obtaining an adequate budget to allow the Norco Campus to meet its mission, (2) appropriately allocating the budget, (3) educating management, staff and faculty in how to properly spend and account for expenditures, and (4) overseeing the expenditure of funds.

The president obtains budget projections from all segments of the Norco Campus through her direct reports, and analyses re-

quests and needs to determine how best to organize the budget to meet the Norco Campus mission. The president participates in the District Budget Bunch to coordinate the allocation of funding among the campuses and interacts with the Vice-Chancellor of Administration and Finance to ensure appropriate implementation of funding.

The president also works closely with the Norco Vice President of Business Services to ensure successful planning and effective representation of Norco Campus needs at the district level. The president meets regularly with the Vice President of Business Services and other vice presidents, Academic Senate representatives, and the NSPC Financial Resources subcommittee to discuss budget needs and determine how to best allocate the college's limited funds. Additionally, she holds meetings for all faculty and staff as needed to communicate budgetary information and to request input on final recommendations for use of funds.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY

The president is responsible for coordinating with the community to ensure that the Norco Campus is meeting its mission. She is also tasked with reaching out to the community to ensure that local constituencies

understand the value of the Norco Campus and the accessibility of its learning opportunities. The president is the most high-profile employee at the Norco Campus and is often the first person contacted with concerns coming from the community.

The president maintains contact with various local and business leaders, who provide her with input into how the college can continue to best serve the community. The president also maintains a community advisory group that meets periodically throughout the year to discuss issues related to the Norco Campus and student needs.

In addition, the president is involved in several community organizations, including Chambers of Commerce and service groups, including Rotary Club, African-American Historical Society, and Today's Youth (IV.B.2-7). She is frequently asked to speak at various organizations and clubs concerning higher education in general and the Norco Campus in particular. She is an excellent representative and symbol of the Norco Campus.

The president is well-known throughout the Norco-Corona service area both for her commitment to the community and for her advocacy of the value of the Norco Campus and its learning opportunities. Her work with the Corona, the Corona Hispanic, and the Norco Chambers of Commerce (where she served as president in 2003) has provided the campus with the opportunity to participate in local issues and concerns and the community with the opportunity to influence and participate in the campus. These efforts have resulted in new programs and classes for the Norco Campus that meet specific local needs, and the corresponding participation of community leaders as advisors and speakers on the Norco Campus.

SELF-EVALUATION

The standard is met. By maintaining multiple connections with community leaders and participating in various organizations in the Norco Campus service area, the president effectively works with and com-

municates with the communities served by the institution.

PLANNING AGENDA

None

List of References

- IV.B.2-1 Norco Organizational Chart, Self Study Introduction p. 57
 - IV.B.2-2 Meeting minutes: President's attendance at NSPC and other faculty meetings
 - IV.B.2-3 Sample agenda and meeting minutes: President's attendance and participation at administrators' meetings (President's Cabinet)
 - IV.B.2-4 Meeting minutes: President's attendance at Norco Academic Senate
 - IV.B.2-5 Meeting minutes with local community advisory group(s)
 - IV.B.2-6 Staff and Faculty Accreditation Surveys, Spring 2007
 - IV.B.2-7 Dr. Davis, "Record of Community Activities"
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IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

gic planning and management processes, and to delineate more clearly its own operational responsibilities and functions from those belonging to the campuses, most district administrative offices were moved to a separate location in Riverside in fall of 2006, away from their former location at the Riverside City College campus.

DESCRIPTIVE SUMMARY

A series of district/college organizational charts was prepared and presented to the Board of Trustees in fall 2006 showing newly established and defined roles of authority and responsibility and identifying new positions (IV.B.3-1). Responding to its changing role as facilitator of district strate-

As part of this considerable effort to delineate district and campus functions, roles, and responsibilities, the district began the development of a series of "Functions Maps" in fall 2006. This project shows, in matrix format, the district and college responsibilities in the following areas:

- Function 1 - Academic Affairs
- Function 2 - Administration and Finance
- Function 3 - Chancellor's Office
- Function 4 - Governance
- Function 5 - Human Resources
- Function 6 - Student Services

These functions maps were submitted to the Chancellor's Executive Cabinet in spring 2007 and will be sent to the Board of Trustees for approval (IV.B.3-2). They comprise the roadmap which distinguishes the responsibilities and functions of the district office and the campuses, in order to assist in clearer delineation of their respective roles and duties and to contribute to planning for the transition to a multi-college district.

SELF-EVALUATION

The standard is met. The district's updated organizational charts and newly created Functions Maps clearly define the operational responsibilities of all district constituencies in an easy-to-read and understand format.

PLANNING AGENDA

- Continue to revise and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

The Riverside Community College District provides essential and effective services for all three campuses. Budgets for these ser-

vices are the responsibility of district personnel, not the individual campus. Varying degrees of support are provided in each area depending on the needs and requests of the campus, as well as resources available. The following is a list of services that the district provides directly to the three campuses, including the Norco Campus:

District Functions

- Business services
- Community education services
- Economic development programs
- Human resources
- Information services
- Institutional reporting
- Online class set-up, delivery, and technical assistance (Open Campus)
- Phone and network services
- Purchasing and payroll
- Warehousing, inventory control, and delivery
- Workforce development (IV.B.3-2)

The district also shares responsibility with Norco Campus for other services:

District-Campus Shared Functions

- Admissions and records archiving-recordkeeping
- Child development center
- Computing services
- Facilities support
- Institutional research
- Instructional Media Center (IMC)
- Library services
- Strategic Planning
- Student services (15 programs)

The implementation of effective services by the district has supported the growing campuses in their missions and functions while Norco and Moreno Valley were still educational centers, but services are undergoing a period of redefinition and restruc-

turing as the district moves to multi-college status.

SELF-EVALUATION

The standard is met. RCCD provides adequate services to support the three campuses in their missions and functions as currently laid out in the district-campus functions maps.

PLANNING AGENDA

None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

RCCD distributes funds based on a system wherein the district assumes responsibility for fixed costs (full-time instructors and staff, part-time occasional staff), and the campuses receive funding for necessary operations costs. Although the existing resource distribution model poses some constraints in terms of balancing resources with identified needs, the Norco Campus generally receives resources when requested (IV.B.3-3). The funding is based on the budget (actual operating costs) of the preceding year. Campuses request funds, and allocations are based on these requests. Discretionary funds allocated to the campus, while available in limited amounts, are not always sufficient to address campus needs that emerge during the course of the fiscal year. Budgets are based on previous year allocations and the need to expand in designated areas with input from the Norco administration, Academic Planning Council, and the Strategic Planning Committee.

There are a number of support functions critical to the mission and goals of Norco Campus whose operations, personnel, and budget are overseen at the district level. It is important to note that the use of such a district-based budget control model has been successful in certain areas such as DSPS, Financial Aid, and RCCD Foundation, and not as successful in other areas such as Campus Police, Instructional Media Center, Library, and Information Systems Services. Also, continued evaluation of current district-controlled budget allocation processes has led to changes in some areas.

With respect to budget allocations, the District was in a transition phase during the 2006-2007 school year. Specifically, campus administrators became more involved in the determination of specific, clearly identified campus and district allocation amounts for certain categorical funding needs. Also, district administrators placed greater emphasis on the prioritization requests of the various planning and decision-making bodies (the NSPC, Financial Resources sub-committee, and NAPC) at the campus level. In fall 2006 the Norco Campus took over administration of the adjunct faculty (variable) budget and certain discretionary costs (instructional and non-instructional equipment, basic skills, and supplemental budget items), a change in procedure from the past.

Using funds from the Measure C bond measure, the board requested and received a list of desired projects from all three campuses with input from the district offices, conducting a public survey beforehand to determine what the community determined as important (IV.B.3-4, IV.B.3-5). Based on this list, the district allocated a share to Norco Campus. The planned projects at Norco Campus resulting from Measure C funding include an Early Childhood Education Center building upgrade, a Student Support Services building, a Network Op-

erations Center, a technology upgrade for staff and faculty offices, and portable offices for faculty.

SELF-EVALUATION

This standard is met. With regard to budget allocation and use of financial resources in the district, the starting point for the new budget each year is the Revised Budget from April 30th of the prior year. In order to ensure appropriate allocation and use of financial resources as the district moves to a multi-college model, the district recently initiated the Three Colleges Project, coordinated by the college business officers and district finance and administrative Associate Vice Chancellors, to assess the appropriateness and effectiveness of financial and administrative procedures and policies within the context of a three-college district. Among the issues under review is the Budget Allocation Model (see standards III.D.1.a. and III.D.2.a).

In the spring of 2007, a new Budget Allocation Model (BAM) and a mid-Range Financial Model will be developed to assist in allocating resources to campuses and District office functions as well as to assist in planning for the effects of new programs and initiatives on District and campus resources. Development of the BAM will involve representatives from the campus, particularly the new campus vice presidents of Business Services. The BAM is designed to be more sensitive to planning activities at the campus level (IV.B.3-6).

PLANNING AGENDA

- Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

Board policy charges the chancellor with directing the staff in the development of a budget under the direction of the Board of Trustees, which is responsible for establishing the guidelines (IV.B.3-7).

Audits for the last three years have found that the systems used by the district have been satisfactory and have successfully controlled expenditures, although budgeting has been especially challenging during the past few years (IV.B.3-8, IV.B.3-9). The district has in place both an effective budget development process and a budget control process.

The financial planning and decision-making systems at RCCD and Norco Campus are as follows:

- Board of Trustees
- Budget Bunch (consisting of the vice chancellors, campus presidents, and the chief of staff representing the chancellor)
- Submission of budget and budget adjustment requests by campus and district leadership.

The district maintains a budget control process to ensure that expenditures fall within the adopted budget or board-approved revisions. This budget control process consists of:

- a financial accounting system (provides budgetary control and accountability)
- a budget control department (performs due diligence procedures on every financial transaction)

- an accounting department (ensures that financial transactions are appropriate and accounted for before funds are disbursed)
- a position control system (ensures that all full-time positions are approved and budgeted)
- a purchasing department (ensures that policies, procedures and purchasing regulations are adhered to)
- a purchase and expenditure approval and authorization process (provides appropriate internal controls and ensures that expenditures conform to district policies and procedures)
- Board of Trustees oversight on approval/ratification of purchases, contracts and hiring decisions.

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

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.

DESCRIPTIVE SUMMARY

The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for administration and operation of Norco Campus to the

campus president. To ensure that these responsibilities are carried out efficiently and effectively, Executive Cabinet meetings are held weekly to discuss matters of importance to the district and the campuses. Chancellor's Cabinet meetings are also held bi-weekly. The Norco Campus president meets regularly with the Chancellor as needed to communicate and advise on matters of importance.

SELF-EVALUATION

The standard is met. The chancellor has given responsibility and authority to the new campus president to implement the district's policies in a manner that is appropriate for the local campus and community, without interference in day-to-day management decisions. Likewise, the Norco Campus president is held accountable for the budget, operation, and management of the campus.

PLANNING AGENDA

None

IV.B.3.f. The district/ system acts as the liaison between the colleges and the governing board. The district/ system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

Information flows among the campuses via the following mechanisms:

- Monthly Board of Trustees meetings which include:
 - Chancellor's report
 - Campus president reports
 - Student report

- Academic Senate report
- Board of Trustee sub-committee reports
- Board of Trustee agendas posted on rcc.edu website
 - Email notification to all faculty and staff
- Minutes of all Board meetings posted on the rcc.edu website with web link e-mailed to all faculty and staff
- Weekly Chancellor’s Executive Cabinet meetings
- Individual program presentations at Board meetings (IV.B.3-10).

Additionally, Board of Trustees meetings are rotated between all three campuses throughout the year. Members of the Board occasionally visit the colleges to meet with faculty, students and staff and attend campus events and presentations. (IV.B.3-11)

SELF-EVALUATION

The standard is met.

PLANNING AGENDA

None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

Since the last accreditation visit in 2001, a number of new procedures have been designed and implemented for evaluating decision making processes as part of ongoing strategic planning (IV.B.3-12). As part of strategic planning, the District SPC developed and agreed upon Strategic Initiatives for 2005-2010 (IV.B.3-13). The Strategic Planning Committee for each campus has responded to and interpreted those initiatives as they pertain to the campus and district missions (IV.B.3-14).

The strategic initiatives identify goals for the district and campuses for 2010; progress toward these goals is tracked and reported to all relevant constituencies. In addition, the firm of Charles McIntyre was hired in October 2006 to conduct a major environmental scan of the district to further inform its planning processes.⁴⁸ Each campus has also hired consultants to assist in the development of integrated long-range educational master plans.

SELF-EVALUATION

The standard is met. There is continuing dialogue concerning governance and governance structures, and there are now processes in place to facilitate that dialogue and ongoing evaluation.

The new organizational charts and functions maps will also assist the district in defining roles and responsibilities, governance processes, and decision-making systems (IV.B.3-2).

PLANNING AGENDA

- Continue to evaluate the new strategic planning processes and the effectiveness

⁴⁸ This same firm conducted a scan in 2001 which was used in discipline program review in order to match educational goals for disciplines to the constituencies served.

of the published district and local strategic initiatives in meeting district and campus educational goals.

List of References

- IV.B.3-1 District Organizational Charts, pp. 51-56.
- IV.B.3-2 District functions maps (see Introduction to self study pp. 58-84)
- IV.B.3-3 Norco Campus budget, 2005-2006
- IV.B.3-4 Measure C projects by campus (list)
- IV.B.3-5 Measure C Community Watch Group membership list
- IV.B.3-6 Copy of District Cabinet or BOT minutes showing/ delineating new BAM
- IV.B.3-7 Board Policy #2430, "Delegation of Authority to the Chancellor"
- IV.B.3-8 District audit report
- IV.B.3-9 Measure C audit report
- IV.B.3-10 Sample board meeting agendas and minutes (most recent)
- IV.B.3-11 Convocation brochures and calendar of locations for board meetings, spring 2006
- IV.B.3-12 *Strategic Planning Process, 2001-2006* (pamphlet)
- IV.B.3-13 *RCCD Strategic Initiatives 2005-2010, Fact Book*, p. 41.
- IV.B.3-14 Norco Campus Response to Strategic Initiatives, *Fact Book*, p. 54.

Summative Essay, Standard IV: Leadership and Governance

Decision-making roles and processes are the drivers of an institution. Purposeful management of student learning and institutional effectiveness requires a clear vision and the determination to take responsibility for creating and directing the processes fundamental to the educational enterprise. Board members, administrators, faculty and staff acknowledge the designated responsibilities of each member of the institution, demonstrating ethical and effective leadership for the sake of continuous improvement of district and campus processes.

INSTITUTIONAL COMMITMENT

All constituencies involved in the processes of decision-making at Norco Campus are actively committed to providing a high quality education congruent with the campus mission and goals. The active participation of staff in shared governance and on strategic planning and decision-making committees and councils reflects Norco's commitment to the educational process. Norco's president and administrators have created a positive environment for empowerment of staff, faculty and students by encouraging strong participation in the various strategic planning groups which help to drive the mission of Norco Campus. In turn, faculty, staff and students demonstrate their commitment to the improvement of the institution by actively and creatively contributing to the governance of the campus. Evidence of institutional commitment is shown not only through the active contributions of all constituencies, but also through clear and openly published delineations of the rights and responsibilities of faculty, staff and management and the use of established processes to work together collegially for the good of the institution.

EVALUATION, PLANNING AND IMPROVEMENT

Norco Campus has embraced specific decision-making processes through which faculty, staff, students, and administrators govern the institution and work for the improvement of student learning. The Strategic Planning Committee and its nine specifically designed subcommittees dealing with all aspects of institutional planning, along with the President's Cabinet, the Norco Academic Planning Council, and the Academic Senate, guide the development of the Academic Master Plan. Through the process of shared governance and participation on these committees and councils, faculty members have a substantial voice in institutional policies, planning and budget relating to their areas of expertise. Particular responsibility for learning programs and curriculum resides with the faculty and is demonstrated through membership on the District Curriculum, Program Review and Assessment Committees. The president and her cabinet provide strong leadership in the budgetary, resource allocation, and planning arenas and make recommendations about student learning programs and services. The leadership processes at Norco Campus are regularly evaluated in order to assure their integrity and effectiveness. Decision-making, planning, and evaluation are directed toward student learning and institutional improvement.

STUDENT LEARNING OUTCOMES

Having ultimate responsibility for educational quality, the governing board supports institutional development of course, degree, program, and campus level student learning outcomes. The Norco Campus President and other institutional leadership groups are responsible for guiding and supporting collegial processes leading to improvement of teaching and learning.

The development and refinement of student learning outcomes are supported by the strategic planning model which is at the core of the governance structure of Norco Campus and Riverside Community College District.

General education SLOs at the district level are communicated to faculty and staff through participative, dialogue-based processes of comprehensive program review and assessment, in a cycle of evaluation, improvement, and re-evaluation directed towards the goal of enhancing student learning. Faculty leadership on the Norco Strategic Planning Committee and its subcommittees, the Norco Academic Planning Council, and the Academic Senate illustrates the role and processes of campus governance in promoting student learning outcomes.

The good of the institution is based on commonly agreed-upon goals of enhanced student learning and improved institutional effectiveness; all constituencies at Norco Campus – administrators, students, staff, and faculty – are unified in meeting this goal.

ORGANIZATION

Organization is the key theme related to governance and decision-making processes at an institution. Governance processes at Norco Campus are consciously and deliberately directed toward full participation of all stakeholders in the institution. Through the Norco Strategic Planning Committee, the Norco Academic Planning Council, the Academic Senate, the President's cabinet, and Associated Students of Norco campus all constituencies are involved in developing, discussing, evaluating, revising, and re-evaluating institutional mission, goals, and SLOs for the sake of supporting student learning.

The president oversees the administrative structure and serves as the chief executive officer of the Norco Campus, reporting to the district chancellor and advising the Board of Trustees on all matters related to the administration of the Norco Campus. The president also shapes values, goals, and priorities for the Norco Campus and communicates them to all constituencies on the campus. Norco Campus administrators serve on the President's Cabinet and Administrative Planning Council and participate either directly or in a supporting role in other governance processes on campus and in the district.

Norco has a shared governance process that promotes inclusion in decision-making at all levels. Institutional leaders ensure that faculty, staff, students, and administrators communicate openly and freely on a regular basis. The various organizational structures in which faculty, staff, students, and administrators participate provide appropriate forums in which to do so. Articulation between and among these various components is evaluated and revised when necessary.

The Chancellor serves as a liaison between the Norco campus and the governing board. The District Assessment Committee supports the efforts of the campuses in coordinating student learning outcomes for a shared district curriculum through its efforts in helping disciplines define SLOs and in taking the lead in developing general education SLOs. The District Academic Senate and its curriculum committee provide oversight for shared curriculum and resolve curricular issues. Fundamental to all organizational structures at Norco Campus and in the district is the commitment to support student learning and improve institutional effectiveness - and to ensure that resource allocation is tied to these goals.

DIALOGUE

The Norco Campus Mission Statement summarizes the campus commitment to dialogue as follows: *“As a continuing process, we listen to our community and respond to its needs while engaging in self-examination and ongoing dialogue, planning, and improvement.”*

Shared governance at the Norco Campus supports the participation of all members of the campus in a process of self-reflection and conversational exchange about student achievement, student learning, assessment of SLOs, and the effectiveness of policies, processes and organization. The leadership of the campus has supported dialogue through a variety of means including a dialogue workshop in February 2007, a vibrant campus culture of open communication and collegiality, and ongoing support of governance process that are inclusive of all constituencies. The president consults with faculty and engages in dialogue with the community as part of the process of ensuring that the educational goals and mission of the Norco Campus are being achieved and that the campus serves the needs of its identified student population.

Strategic planning processes associated with the transition to a three-college district provide evidence of the importance of meaningful dialogue to the institution. All campus constituencies have similarly participated in formal and informal discussions as part of an intensive examination of the effectiveness of participatory governance mechanisms on a rapidly growing Norco Campus.

The Board of Trustees also engages in self-evaluation which includes reflective dialogue, further indicating the extent to which all the parts contribute to the whole: an institution committed to ongoing review and self-reflection with the goal of institutional improvement.

INSTITUTIONAL INTEGRITY

Norco Campus demonstrates institutional integrity in its leadership and governance roles and processes in a variety of ways. Established policies embody the Board and chief administrators’ commitment to guiding educational quality with consistency and integrity. The campus president is dedicated to providing a model of leadership for the Norco Campus through a clearly defined process of planning, organizing, budgeting, and assessment of institutional effectiveness.

The Board of Trustees and Chancellor similarly fulfill their primary responsibilities for educational quality, legal matters, and financial integrity of the district and its campuses. Commitment to the appropriate governance of the district includes published evaluation processes for assessing and monitoring the performance of board members, the chancellor, the campus president, and management personnel.

The transparency and inclusiveness of district and campus strategic planning processes, the decision-making which takes place through the Strategic Planning Committee and other governance entities, the written processes governing institutional procedures in the institution, and fiscal responsibility are strong evidence of Norco’s unflinching commitment to honesty, truthfulness, and institutional integrity.



APPENDICES

COMPREHENSIVE LIST OF PLANNING AGENDAS

Planning Agenda – Institutional Mission

- Establish a clearer delineation of district vs. local responsibilities and functions with regard to student learning programs and services (I.A.1)
- Continue to develop new programs and services to serve the needs of the identified student population, utilizing input from the Norco Academic Senate, the Norco Strategic Planning Committee (NSPC) and the District Office of Institutional Research. (I.A.1)
- Review and incorporate information from the new Environmental Scan (to be published in late 2007) in order to better serve the Norco Campus learning community. (I.A.1)
- Revise the method of distribution of the Norco mission statement to capture a wider audience:
 - ◆ Include the statement in all print and electronic publications, reports, and flyers, including the latest course catalog.
 - ◆ Display the statement in prominent locations on campus such as in the Admissions lobby and in campus display cases.
 - ◆ Explore the possibility of distributing the mission statement in the languages of the Norco-Corona communities it serves. (I.A.2)
- Consult with faculty and administration, especially the NSPC and NAPC, regarding development of a plan for regular review and revision of the mission statement. (I.A.3)

Planning Agenda – Improving Institutional Effectiveness

- Continue to ensure that all decision making is a collaborative, dialogue-driven process which involves all Norco Campus constituencies. (I.B.1)
- Explore the means for discussion of strategic initiatives goals between and among the decision-making and advisory bodies of the Norco Campus. (I.B.2)
- Utilize specific campus-based parameters for data collection from the district Office of Institutional Research. (I.B.3)
- Explore the hiring of a Norco-specific liaison/specialist at the District Offices of Institutional Research and Institutional Reporting. (I.B.3)
- NSPC will prioritize resource requests based on district and Norco strategic initiatives, thereby strengthening the linkage between planning and resource allocation. (I.B.3)
- Explore means for effectively communicating information about institutional quality to the appropriate public constituencies. (I.B.5)
- Continue to regularize processes and standards to aid in the evaluation of the effectiveness of the planning cycle for purposes of resource allocation. (I.B.6)
- Continued monitoring and modification/improvement of evaluative processes listed above for instructional programs, student support, library and learning support services. (I.B.7)
- Collaboration and communication with Norco Strategic Planning Council and continued yearly review of Academic Master Plan for Norco in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus. (I.B.7)
- Periodic review of the Norco Academic Master Plan in order to evaluate the effectiveness of mechanisms for resource allocation on Norco Campus. (I.B.7)

Planning Agenda – Instructional Programs

- Utilize the result of Norco campus data studies to further define Norco and enrollment and learner needs. (II.A.1.a)
- Continue developing and assessing the effectiveness of SLOs for all degrees, certificates, and programs. (II.A.1.a)
- Continue to identify, monitor and test new technology which enhances or improves the quality of online or face-to-face instruction. (II.A.1.b)
- Continue to develop certificate and degree program level SLOs for those programs active on the Norco Campus. (II.A.1.c)
- Continue to develop assessment tools and procedures for programs and disciplines, and use the results of these assessments to make improvements to courses and programs. (II.A.1.c)
- Conduct additional SLOs and assessment activities training at the Norco Campus. (II.A.1.c)
- Continue to engage in intercampus dialogue geared toward aligning the district's curriculum review and approval processes with the multi-college district structure. (II.A.2.a)
- Continue to utilize faculty, program, and industry advisory expertise to develop assessment tools and procedures for certificate and degree programs at Norco Campus. (II.A.2.b)
- Monitor the annual program review updates for disciplines and non-instructional programs. Use the information from these updates to improve programs and services for students at Norco Campus. (II.A.2.e)
- Use data from Office of Institutional Research and information provided by faculty, staff, and community advisory groups to further define and develop those new programs most needed by the communities served by the Norco Campus. (II.A.2.e)
- Continue comprehensive program review and assessment of disciplines, occupational certificate and degree programs, and student support programs, and engage in annual program review updates to provide input into campus master planning. (II.A.2.f)
- Participate in, provide input, and revise district and campus-based program review and assessment processes and activities as needed. (II.A.2.f)
- Ensure that all program reviews submitted starting in fall 2007 contain at least one student learning outcome at the program level. (II.A.2.f)
- As Norco Campus develops academic degree programs in specific major areas (see Planning Agenda, standard II.A.2.c), program-level SLOs will be concurrently developed. (II.A.2.i)
- Devise and test various measurement techniques for current occupational programs and proposed academic degree programs, such as capstone courses, portfolio assessment, and the like. (II.A.2.i)
- Ensure that all disciplines submitting program reviews beginning in fall 2007 include program-level SLOs. (II.A.2.i)
- Review General Education requirements, continue campus-wide dialogue and participate in district-wide dialogue regarding possible revision/update of the general education majors. (II.A.3.a)
- Conduct employer surveys to assess the satisfaction of area employers with the performance of graduates of vocational degree and certificate programs. (II.A.5)

Planning Agenda – Student Support Services

- Assess effectiveness of SLOs and SAOs developed for each service area within Student Services during 2007-2008 academic year. (II.B.1)

- Discuss program modification and/or changes to SLOs based on these assessments. (II.B.1)
- Continue to refine and implement procedures intended to reduce the time lag associated with evaluation processes. (II.B.1)
- Norco Academic Senate and Student Services will form a committee to recommend format, design, and appropriate information for inclusion in the 2008-2009 publication of a separate Norco catalog and schedule of classes. (II.B.2)
- Explore the development of a student satisfaction survey. (II.B.3.a)
- Continue to offer outreach opportunities to prospective Norco students. (II.B.3.a)
- Analyze trends of student participation in student activities and modify existing programs or create new activities programs to address identified student needs and interests. (II.B.3.a)
- Continue to re-evaluate services and expand or modify them as the campus enrollment grows and changes, in order to provide an environment that enhances students' sense of responsibility as well as their intellectual, personal, and aesthetic development. (II.B.3.b)
- Continue to increase the number of students completing Educational Plans (SEPs) at Norco Campus. (II.B.3.c)
- Enhance data collection and review for the Norco Campus. (II.B.4)
- Measure all Student Services programs SAOs and SLOs during the 2007-2008 academic year using stated assessment measures from Norco Student Services Program Review. (II.B.4)
- Implement program changes, as needed and appropriate, based on data derived from this assessment. (II.B.4)

Planning Agenda – Library and Learning Support Services

- Under the leadership of the Assistant Dean of Library Services, continue efforts to enhance the currency of the materials collection, with the following goals for 2008-2009:
 - ◆ At least 20 percent of the collection will consist of materials published after 2000;
 - ◆ More than half of all volumes will have been selected by Norco faculty. (II.C.1.a)
- Redefine and strengthen the relationship between the Norco Library and the Norco Strategic Planning Council and the Norco Academic Master Plan. (II.C.1.a)
- Explore resource and equipment needs for Norco Library relative to JFK High School student needs. (II.C.1.a)
- Continue to explore new technologies that may support student learning, such as RFID, podcasting, and online information competency/literacy training. (II.C.1.a)
- As Norco attains college status, library policies, procedures and learning support services will be reviewed in order to assess when and how additional services need to be offered to students and faculty. (II.C.1.b)
- Norco Library faculty will explore the possibility of offering Library 1 (information competency) courses in a face-to-face format at JFK High School in the late afternoon. (II.C.1.b)
- Develop a library orientation / update series of workshops for new and continuing faculty. (II.C.1.b)
- Conduct assessment of tutorial services by 2007-2008, comparing the success rates of students using the service with success rates of non-users. (II.C.1.b)
- Create and implement an effective faculty/staff needs survey of the Norco IMC. (II.C.1.c)
- The Digital Learning Library at Riverside City College campus will maintain appropriate contracts. (II.C.1.e)

- Norco library staff will continue to explore the utilization of new technologies that may require additional contracted services. (II.C.1.e)
- Explore the possibility of creating longer and more specific library orientation workshops including advanced sessions which focus on a single online database such as NoodleTools, or a single re-search area such as literary criticism. (II.C.2)
- Develop and implement a comprehensive and campus-specific usage survey for the Norco Library. (II.C.2)
- Develop a campus-specific survey pertaining to IMC equipment and services. (II.C.2)
- Using data gathered from the Fact Book and Office of Institutional Research, explore the development of a Norco learning support services plan for WRC, computer and math labs, tutorial services, and DSP&S. (II.C.2)
- Conduct assessment of math and CIS labs, Writing and Reading Center, and Tutorial Center based on identified student learning outcomes. (II.C.2)

Planning Agenda – Human Resources

- Norco Campus will continue to provide workshops to faculty on incorporating student learning outcomes into integrated course outlines of record, and on assessment techniques to measure the effectiveness of the discipline or program in achieving the stated SLOs. (III.A.1.c)
- Based on future needs for staffing at Norco Campus, the NSPC, NAPC, and administration will review the needs of its growing and changing student population in relation to future human resource needs. (III.A.2)
- Norco APC, SPC, and administrators will participate in the review and evaluation of a new district budget allocation model to be developed in 2007-08. (III.A.2)
- Develop more on-campus orientation professional development activities for both staff and faculty. (III.A.5.a)
- Develop and disseminate written guidelines for NSPC for prioritizing human resource needs. (III.A.6)

Planning Agenda – Physical Resources

- Implement and evaluate processes and procedures for successful campus-based planning that is integrated with strategic planning. (III.B.1.a)
- Collaborate with educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Facilities Master Plan for Norco Campus. (III.B.1.a)
- Using current and future facilities plans, continue to build out the campus to meet student and staff requirements as enrollments and program offerings increase. (III.B.1.a)
- Establish a campus safety committee. (III.B.1.b)
- Develop local protocols for safety/ quality walks. (III.B.1.b)
- Continue to evaluate the effectiveness of the strategic planning process for informing facilities planning at the local level. (III.B.2.a)
- Proceed with the development of a mid-range financial plan which includes cost estimates for required staffing, equipment, and services to support program development and/or maintenance of new capital facilities. (III.B.2.a)

- Work with the educational master planner (STRATUS) and architectural firm (MDA Johnson Favaro Architects) to develop Long Range Educational and Campus (Facilities) Master Plan for Norco Campus, ensuring that it is driven by, and integrated with, the NAMP. (III.B.2.b)

Planning Agenda – Technology Resources

- The Norco Technology Resources subcommittee will continue to engage in dialogue about technology standards and processes in order to create a guideline for future technology upgrades and purchases. (III.C.1.a)
- Use the strategic planning process and the Technology Resources subcommittee of the NSPC to draft a campus technology standards and processes document for the Norco Campus. (III.C.1.b)
- Develop systematic, scheduled evaluation and replacement processes and protocols to meet institutional technology needs. (III.C.1.c and III.C.1.d)

Planning Agenda – Financial Resources

- Implement the new budget allocation model for fiscal year 2008-2009. (III.D.1.a)
- Norco Campus will continue to pursue partnerships and seek outside resources. (III.D.1.b)
- Continue the transition to a campus-based budget allocation model by building the capacity of NSPC to evaluate and prioritize resource requests using program reviews and district/campus strategic initiatives. (III.D.1.b)
- Effectively participate in the development of new district budget allocation model. (III. D. 1. d)
- Participate in the implementation of the new budget allocation and new mid-range financial models. (III.D.2.a)
- Work with district officials to streamline contract approval processes. (III.D.2.f)
- The Norco Campus Vice President of Business Services and the members of the Three Colleges Project will:
 - ◆ Discuss, explore and implement, as needed, modifications and/or new administrative and financial procedures and policies (III.D.2.g)
- Continue to identify budgetary priorities at Norco Campus and conduct periodic analysis to determine if the allocated resources are being utilized for the purposes identified during the budget development process. (III.D.3)

Planning Agenda – Decision-Making Roles and Processes

- Continue to survey students, staff, and faculty to monitor what they do and do not know about how the governance process works. (IV.A.1)
- Improve orientation of new faculty to governance structures and avenues of participation for both full and part-time faculty. (IV.A.1)
- Examine current policies and procedures and the relationship between district and campus-based institutional governance structures and propose new policies and procedures as appropriate. (IV.A.2.a)
- Continue to evaluate the newly established procedures and governance committees responsible for recommending Norco-specific student learning programs and services. (IV.A.2.b)

- Continue to formalize the relationships between the Norco Strategic Planning subcommittees, the NAPC, and the Norco Academic Senate with its standing committees. (IV.A.2.b)
- Develop an orientation to governance and a Norco Campus Governance Handbook to clarify the principles, organizational structure, and operating procedures of Norco constituency groups. (IV.A.3)
- Establish formal processes for evaluating the newly created governance structures. (IV.A.5)

Planning Agenda – Board & Administrative Organization

- Continue to revise and revise the organizational charts and Functions Maps as the district moves to multi-college status and as new positions are developed at the campus level to accommodate the need for more administrative support. (IV.B.3.a)
- Develop an effective individual campus budget using the proposed budget allocation model which operates in concert with campus strategic planning. (IV.B.3.c)
- Continue to evaluate the new strategic planning procedures and the effectiveness of the published strategic initiatives in meeting district and campus educational goals. (IV.B.3.g)

List of References

RCCD Fact Book
RCCD College Catalog
Most recent (spring 2007) Schedule of Classes
Student Handbook
Faculty Handbook
Staff Handbook
Management Handbook
CTA Contract
CSEA Contract
Strategic Planning Process, 2001-2006

Evidence Websites:

Strategic Planning : <http://iereports.rcc.edu/sv/home>
Enrollment Management : <http://iereports.rcc.edu/sv/home>
Institutional Effectiveness : <http://iereports.rcc.edu/sv/home>
Chancellor's Office Data Mart : www.cccco.edu
Faculty Net at RCCD: <http://www.rccdfaculty.net/pages/programreview.jsp>

Standard I.A

I.A-1 *Locally Developed Program Approval Process*
I.A-2 *RCCD Fact Book, page 29.*
I.A-3 JFK Middle College High School: <http://www.cnusd.k12.ca.us/jfk/>
I.A-4 Norco Campus website: <http://rcc.edu/norco>
I.A-5 Norco Campus Mission Statement
I.A-6 Board minutes approving Norco mission statement
I.A-7 Norco Academic Master Plan
I.A-8 NAPC minutes approving Norco mission statement
I.A-9 NSPC minutes approving Norco mission statement
I.A-10 Academic Affairs functions map (see Introduction)
I.A-11 *Strategic Planning Process, 2001-2006*

Standard I.B

I.B-1 Sample NSPC and NAPC minutes; Master Calendar of campus meetings, 2006-2007
I.B-2 *Instructional Program Review: Comprehensive; Strategic Planning Process, 2001-2006*
I.B-3 Sample annual program review update
I.B-4 Minutes, Oct. 2006 meeting, Norco Academic Senate
I.B-5 Sample announcements of SLOs workshops, district and Norco
I.B-6 *Strategic Planning Process, 2001-2006*
I.B-7 Learner-Centered Curriculum Model (Michael Dolence & Associates)
I.B-8 List of committee members: NSPC sub-committees

- I.B-9 Sample English, Math, ESL minutes
- I.B-10 Norco Forum Discussion Board
- I.B-11 Norco Academic Master Plan
- I.B-12 General Education SLOs: Board Agenda, Dec. 2006
- I.B-13 "RCCD Strategic Initiatives 2005-2010," *Fact Book*
- I.B-14 "Norco Response to Strategic Initiatives," *Fact Book*
- I.B-15 Norco Leadership Forum – sample minutes and agenda
- I.B-16 CCSEQ, 2004 and 2006
- I.B-17 DAC Student Survey
- I.B-18 IPEDS data (URL for Institutional Reporting website)
- I.B-19 Annual Data Mart report, www.cccco.edu
- I.B-20 Program review data samples (page 8, *Instructional Program Review: Comprehensive*)
- I.B-21 Title V Report, 2006-2007
- I.B-22 Sample staff performance review form
- I.B-23 Sample full-time faculty improvement of instruction form
- I.B-24 Sample part-time faculty evaluation form
- I.B-25 Norco Technology Survey
- I.B-26 Diversity Scorecard (OIR)
- I.B-27 Talented Tenth brochure
- I.B-28 Norco Campus Mission Statement
- I.B-29 Data Mart www.cccco.edu
- I.B-30 *RCCD Fact Book*
- I.B-31 Office of Institutional Research
- I.B-32 Job description: Norco Outcomes Assessment Specialist; sample data, Norco Outcomes Assessment office
- I.B.33 Bond Measure C

Standard II.A.1

- II.A.1-1 Norco Campus Mission Statement
- II.A.1-2 RCCD Mission Statement, *RCCD College Catalog*
- II.A.1-3 "Administrative Final Report 2005-06"
- II.A.1-4 *Instructional Program Review: Comprehensive (Background & Guidelines); Administrative Unit Program Review: Comprehensive*
- II.A.1-5 Environmental Scan, 2002
- II.A.1-6 Environmental Scan, 2007 (available fall 2007)
- II.A.1-7 Office of Economic Development
- II.A.1-8 Norco Academic Master Plan
- II.A.1-9 General Education SLOs; minutes: Board approval of these SLOs; see also standard I.A.1-5)
- II.A.1-10 Copy, assessment project for gen ed SLOs
- II.A.1-11 *Strategic Planning Process, 2001-2006*
- II.A.1-12 District Matriculation Plan
- II.A.1-13 Norco Leadership Forum: Feb. 23-24, 2006
- II.A.1-14 CCSEQ
- II.A.1-15 Open Campus Student Survey

- II.A.1-16 *Schedule of Classes, Spring 2007*
- II.A.1-17 Open Campus: <http://www.opencampus.com>
- II.A.1-18 Tegrity: <http://www.tegrity.com>
- II.A.1-19 Contract with iTunesU and Apple for mp3 lecture distribution (October 2006 Board book)
- II.A.1-20 RCCD Student Equity Plan (2006)
- II.A.1-21 Talented Tenth, STAR, TRIO reports and pamphlets
- II.A.1-22 Puente Program data
- II.A.1-23 Norco Tutorial services usage reports and flyers
- II.A.1-24 Norco AccuTrack usage reports (WRC usage reports).
- II.A.1-25 Norco math lab usage reports and flyers
- II.A.1-26 Norco CIS lab usage reports and flyers
- II.A.1-27 Norco language lab positive attendance report, fall 2006
- II.A.1-28 Study Abroad brochure(s) & flyers
- II.A.1-29 "RCCD Outcomes Assessment Committee History"
- II.A.1-30 Sample assessment projects (English, math, ESL)
- II.A.1-31 CCSEQ
- II.A.1-32 District Assessment Committee Student Survey
- II.A.1-33 "RCCD Outcomes Assessment History" (DAC)
- II.A.1-34 Gen Ed SLOs: RCCD
- II.A.1-35 *COR Guide: District Curriculum Committee*
- II.A.1-36 "District Strategic Initiatives, 2005-2010," *Fact Book*
- II.A.1-37 "Norco Response to District Strategic Initiatives," *Fact Book*

Standard II.A.2

- II.A.2-1 *CCC Program and Course Approval Handbook, California Community College Chancellor's Office*
- II.A.2-2 RCCD Curriculum Handbook
- II.A.2-3 State Senate Policy on Prerequisites
- II.A.2-4 "Best Practices" (State Academic Senate Publication); Title 5
- II.A.2-5 *COR Guide (Curriculum Committee)*
- II.A.2-6 *Guide to Locally Developed Program Approval Process*
- II.A.2-7 Norco Advisory Committee Minutes
- II.A.2-8 Riverside Logistics Forum Draft
- II.A.2-9 4faculty.org modules on learning styles: 101, 109, 110, 112, 113, 118
- II.A.2-10 "Program Review: Developing a Faculty Driven Process," (California State Academic Senate Publication, Spring 1996)
- II.A.2-11 RCCD Schedule of Classes, spring 2007
- II.A.2-12 Open Campus: <http://www.opencampus.com>
- II.A.2-13 *Instructional Program Review: Comprehensive (Background & Guidelines)*
- II.A.2-14 Annual Program Review Update guide
- II.A.2-15 General Education SLOs, RCCD
- II.A.2-16 Assessment project reports: humanities, philosophy, tutorial services, outreach
- II.A.2-17 Assessment project reports recording changes: English, math, ESL
- II.A.2-18 ESL 55 common final exam
- II.A.2-19 Spanish 1 common final exam

II.A.2-20 Groups 1-5, RCCD college catalog; CSU transfer & IGETC sequences

Standard II.A.3

II.A.3-1 General Education SLOs
II.A.3-2 RCCD *District Catalog*
II.A.3-3 RCCD *Curriculum Handbook*
II.A.3-4 "Report on RCCD Outcomes Assessment History" (DAC)
II.A.3-5 *Information Competency: Challenges and Strategies for Development* (CA Academic Senate, 2003)

Standard II.A.4

II.A.4-1 RCCD *District Catalog*
II.A.4-2 RCCD *Fact Book*

Standard II.A.5

II.A.5-1 Sample advisory committee minutes, Norco occupational programs; sample certificate, occupational education program; sample occupational education licensing program
II.A.5-2 Sample advisory committee meeting minutes, Norco vocational-occupational programs (2006-2007)
II.A.5-3 CCSEQ
II.A.5-4 Norco student job placement reports

Standard II.A.6

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II.A.6-2 Admissions & Records: statement on granting of equivalent credit (challenge process form)
II.A.6-3 Student Services Program Review
II.A.6-4 Counseling/Student services: sample flyers and information handouts
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II.A.6-6 Sample part-time faculty evaluation form
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II.A.6-9 <http://www.rcc.edu> ; <http://www.rcc.edu/norco>
II.A.6-10 *Locally-Developed Program Approval Process*
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- II.A.7-2 District Academic Senate Academic Standards Committee - meeting minutes
- II.A.7-3 RCCD Student Handbook
- II.A.7-4 Sample course syllabus with statement on academic honesty/consequences of dishonesty
- II.A.7-5 Board Policy # 5500-“Standards of Student Conduct”, Board Procedure #5520, “Student Discipline”

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- II.B.1-1 Student Services Program Review, SLOs and SAOs.
- II.B.1-2 Sample Admissions & Records timeline (spring 2007 semester)
- II.B.1-3 Student Educational Plan form
- II.B.1-4 Student success rates, persistence rates, retention rates, Norco Campus –*Fact Book* and Introduction to Self Study
- II.B.1-5 Student Service Satisfaction Surveys; CCSEQ)
- II.B.1-6 Weekend College survey
- II.B.1-7 RCCD Matriculation Plan
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- II.B.3-4 ELL Day brochure
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- II.B.3-6 Career/Transfer/Job Placement Center general flyers
- II.B.3-7 “University Representatives on Campus” calendar
- II.B.3-8 www.assist.org
- II.B.3-9 Eureka:, Choices
- II.B.3-10 DSPPS Program brochure
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- II.B.3-12 EOPS Bookmark promotional brochure
- II.B.3-13 Health and Wellness brochure
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- II.B.3-15 High School Senior Visitation Day agenda
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- II.B.3-22 TRIO program brochures or general information stats, etc.
- II.B.3-23 Upward Bound grant and objectives including any brochures
- II.B.3-24 Educational Talent Search grant/objectives
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- II.B.3-26 Tutorial Services flyer
- II.B.3-27 Tutorial Services usage data, 2006-07
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- II.B.3-29 ASRCC Constitution
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- II.B.3-33 Health and safety fairs brochures
- II.B.3-34a Leadership seminars brochures
- II.B.3-34b Sample minutes of NSPC; list of accreditation committee participants
- II.B.3-35 Hispanic Heritage month flyer
- II.B.3-36 Black History month flyer, Spring 2007
- II.B.3-37 Sample folklorico flyer; musical production flyer/announcement
- II.B.3-38 Norco Theatre Arts season brochure
- II.B.3-39 Convocation brochure (spring 2006)
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- II.B.3-41 Counseling Department student evaluation survey form
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- II.B.3-44 District Matriculation Plan
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- II.B.3-46 Revalidation results for math, ESL, reading (Matriculation Office)
- II.B.3-47 Board Policy #7060, 6070, Regulation 7045
- II.B.3-48 Student services functions map
- II.B.3-49 FERPA regulation, <http://www.rcc.edu/ferpa>

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- II.B.4-1 Student Services Program Review, 2006: Norco Campus Student Services Program Review
- II.B.4-2 Open Campus Student Survey

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- II.C.1-1 DSPS Usage Reports
- II.C.1-2 Library and Learning Resources Program Review, Fall 2006
- II.C.1-3 LAMP website - <http://library.rcc.edu>
- II.C.1-4 IMC website - <http://imc.rcc.edu> ; Norco IMC Operation Chart and Structural

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- II.C.1-5 Norco Collection Documents <http://library.rcc.edu/norco.htm> ,including statistical data reports
- II.C.1-6 Riverside City College Academic Master Plan
- II.C.1-7 RCCD Library Acquisitions Policy
- II.C.1-8 Sample e-mail messages from faculty to library staff at Norco
- II.C.1-9 Norco Academic Senate Curriculum Committee By-Laws
- II.C.1-10 E-mails from Gaither Loewenstein re: library budget, books purchased, etc.
- II.C.1-11 Proposal for Construction of Network Operations Center, Norco (*RCCD Fact Book*)
- II.C.1-12 Sample Norco Library Workshop attendance sheets
- II.C.1-13 Norco Library Student Survey
- II.C.1-14 CCSEQ Student Satisfaction Survey
- II.C.1-15 Sample Tutorial Services student usage report
- II.C.1-16 Title V grant
- II.C.1-17 Title V annual report
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- II.C.1-19 Sample Math lab usage report (positive attendance)
- II.C.1-20 Sample CIS lab usage report (positive attendance)
- II.C.1-21 AccuTrack usage reports
- II.C.1-22 Reading and Writing Center survey
- II.C.1-23 IMC special equipment list: video recordings for the hearing impaired
- II.C.1-24 Section 508, Rehabilitation Act
- II.C.1-25 List: Assistive computer technologies available in DSPS Center
- II.C.1-26 Norco Library usage chart, standard II.C.1.c
- II.C.1-27 Library Online Staff/Faculty Survey
- II.C.1-28 Sample maintenance agreements; computers and software, Norco Campus
- II.C.1-29 Security plans: library and labs
- II.C.1-30 Sample material loss/theft reports: Norco Campus police
- II.C.1-31 RCCD Digital Library/Learning Resource Center: IMC Purpose and Responsibilities

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- II.C.2-1 CCSEQ Student Satisfaction Survey
- II.C.2-2 Badway, Norena. "Learning About How Students Learn." RCCD Course Outline of Record workshop. Marriot Hotel, 11 Jan. 2006.
- II.C.2-3 Sample utilization data for CIS, math, WRC labs, DSPS, Tutorial Services: G. Aycock, Outcomes Assessment office
- II.C.2-4 Library Program Review
- II.C.2-5 "Executive Summary." Bay Area Community Colleges Information Competency Project. Ed. Bonnie Gratch-Lindaaur et al. 9 Feb. 2004.
<http://www.topsy.or/ICAP/ICAPProject.html> . Accessed 18 Oct.2006.

Standard III.A.1

- III.A.1-1 Policy/Procedure 7120 (Recruitment and Hiring); Policy/Procedure 3410 (Non-discrimination); Policy/Procedure 3110/4110/6110 and addenda (Prohibition of Harassment).
- III.A.1-2 Faculty Handbook
- III.A.1-3 Confidential Handbook
- III.A.1-4 Classified Staff Handbook
- III.A.1-5 Managerial Handbook
- III.A.1-5 Sample job descriptions
- III.A.1-6 Sample minutes: dept meetings, discussion of staffing needs
- III.A.1-7 Sample program reviews: discussion of staffing needs
- III.A.1-8 Sample prioritization list for FT hires submitted by BEIT, AHWL, Communication departments to Dean of Instruction
- III.A.1-9 Sample prioritization list for FT hires: NAPC
- III.A.1-10 Sample prioritization list for FT hires: NSPC
- III.A.1-11 Sample prioritization list submitted by Dean of Instruction to President
- III.A.1-12 Sample e-mail job announcement, internal RCCD mail
- III.A.1-14 Sample newspaper job announcement
- III.A.1-15 Sample job announcement: Community College Registry, Job Fair
- III.A.1-16 "Minimum Qualifications for Faculty and Administrators in California Community Colleges"
- III.A.1-17 Copy of statement on diversity in pool selection, Office of Diversity and Equity
- III.A.1-18 Sample equivalency documents
- III.A.1-19 Sample notice, Office of Equity and Diversity: diversity training workshops
- III.A.1-20 List of training procedures for hiring/search committees
- III.A.1-21 Sample notification template for final interview (final cut committee)
- III.A.1-22 Policy: translation of transcripts for degree equivalency; list of certified translation services in Los Angeles
- III.A.1-23 Sample position description for administrator
- III.A.1-24 Sample position description for classified staff
- III.A.1-25 Sample position description for confidential classified staff
- III.A.1-26 Sample prioritized list of staff/admin positions, President's office
- III.A.1-27 Sample minutes: NSPC review of staff/admin hiring requests
- III.A.1-28a Board Policy #7150, "Employee Evaluations"
- III.A.1-28b RCCD e-mails detailing dialogue on changes to tenure review process
- III.A.1-29 CTA contract, pages 25-32.
- III.A.1-30 Sample FT faculty evaluation documents (tenure review process)
- III.A.1-31 Sample PT faculty evaluation documents
- III.A.1-32 CSEA Agreement, pages 29-30.
- III.A.1-33 RCCD Management Performance Evaluation Document
- III.A.1-34 Sample manager's evaluation form
- III.A.1-35 Sample peer evaluation form, managers
- III.A.1-36 Manager's Handbook, page VI-F.1
- III.A.1-37 Board of Trustees meeting minutes: Dec. 2006
- III.A.1-38 *Instructional Program Review: Comprehensive (Background & Guidelines); Non-Instructional Program Review: Comprehensive*
- III.A.1-39 Sample Program Reviews (philosophy, humanities): SLOs and assessment reports

- III.A.1-40 *COR Guide* with integrated COR samples
- III.A.1-41 Sample integrated course outline of record
- III.A.1-42 Sample evaluation form, part-time faculty
- III.A.1-43 Sample evaluation form, contract/regular faculty
- III.A.1-44 Sample faculty self-evaluation discussing assessment and SLOs
- III.A.1-45 CTA Agreement
- III.A.1-46 Sample instructor syllabus
- III.A.1-47 Student Support Services program review: Outreach SLOs and SAOs
- III.A.1-48 "Summary of general objectives, SLOs and SAOs and Assessment measures for Student Support Services areas"
- III.A.1-49 CSEA Agreement - pp. 29-30 detailing evaluation process
- III.A.1-50 Sample Assessment workshop handouts.
- III.A.1-51 Board Policies #2715, 3050, 4030, 5500
- III.A.1-52 Board Policies #3410 and 3430
- III.A.1-53 Academic Senate Ethics Statement/resolution
- III.A.1-54 Faculty Handbook "Academic Policies and Procedures"
- III.A.1-55 BP #2715, 3050
- III.A.1-56 Management Handbook
- III.A.1-57 RCCD College Catalog
- III.A.1-58 Student Handbook

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- III.A.2-1 E-mail, Office of Diversity and Human Resources, staff hires, 2006-2007
- III.A.2-2 Copy, agreement: "Long-Range Educational Program, Growth and Capital Plans"
- III.A.2-3 Copy of agreement, Charles McIntyre & Associates, 2006.

Standard III.A.3

- III.A.3-1 Board Policy Manual Section 7- Human Resources. (Portions of Section 7 were scheduled to be approved by the Board of Trustees in May 2007. Ultimately, this section will replace current Sections 3 and 4 of board policies.)
- III.A.3-2 Board of Trustees Policies #7160 (Professional Development); #3410 (Non-discrimination); #3115 (Drug-Free Workplace); #3230 (Smoking); #4005 (Nepotism); Section 7 - Human Resources. See also policy #3110/4110/6110 and addenda (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure 3100.
- III.A.3-3 Employee Personnel Files Procedure Document

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- III.A.4-1 Sexual harassment training: workshop announcements
- III.A.4-2 Diversity training workshop announcements
- III.A.4-3 Technology training workshops announcements
- III.A.4-4 New faculty orientation announcements: local and district
- III.A.4-5 Sample FLEX workshops on diversity and equity

- III.A.4-6 Sample leadership training workshops (district) and online modules (4faculty.org)
- III.A.4-7 EEO Information, Office of Diversity and HR
- III.A.4-8 Sample faculty training workshops Title V workshops/projects
- III.A.4-9 Faculty Handbook
- III.A.4-10 Classified Staff Handbook
- III.A.4-11 Confidential Staff Handbook
- III.A.4-12 Demographic chart: Norco and Corona areas – see Introduction
- III.A.4-13 Demographics chart: faculty, staff at Norco Campus – see Introduction
- III.A.4-14 Demographics: Norco Campus student population – see Introduction
- III.A.4-15 Board Policy Manual Section 7- Human Resources. (Portions of Section 7 were scheduled to be approved by the Board of Trustees in May 2007. Ultimately, this section will replace current Sections 3 and 4 of board policies.)
- III.A.4-16 Policy/Procedure #7120 (Recruitment and Hiring); Policy/Procedure #3410 (Nondiscrimination); and Policy/Procedure #3110 (Prohibition of Harassment). Addenda dealing with complaint procedures for discrimination and harassment are found in Procedure #3110.

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- III.A.5-1 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-2 RCCD Faculty Handbook, <http://www.rccdfaculty.net/handbook/>
- III.A.5-3 New faculty orientation/training workshops, announcements (see website above)
- III.A.5-4 Sample workshop flyers for part-time faculty; URL for 4faculty.org
- III.A.5-5 Sample discipline-specific training (sample norming workshop for English comp faculty)
- III.A.5-6 *Online Faculty Handbook*; sample e-mails, Norco tech training workshops; Faculty Innovation Center: sample calendar
- III.A.5-7 DAC and Office of Institutional Effectiveness workshops on SLOs and assessment - flyers
- III.A.5-8 Agenda, Norco Back-to-College Day: Fall 2006
- III.A.5-9 Spring 2007, Feb. 9 agenda FLEX day, Norco
- III.A.5-10 URL: <http://www.rccdfaculty.net/pages/about.jsp>
- III.A.5-11 Faculty Handbook
- III.A.5-12 Faculty Survival Guide
- III.A.5-13 Sample Back-To-School schedule of activities: mailer
- III.A.5-14 “The Learning Curve”
- III.A.5-15 Sample staff development opportunities including district workshops, professional organization workshops and seminars, professional organization conferences, community education and online workshops.
- III.A.5-16 Sample evaluation forms: FLEX and workshop activities
- III.A.5-17 Sample assessment: Office of Institutional Effectiveness

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- III.A.6-1 *Strategic Planning Process, 2001-2006*

III.A.6-2 Board of Trustees – Section 4, Academic Affairs; Section 7 – Human Resources

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- III.B.1-1 Phase II Facilities Master Plan, Norco
- III.B.1-2 Phase III Facilities Master Plan, Norco
- III.B.1-3 Five-Year Construction Plan, RCCD: *RCCD Fact Book*
- III.B.1-4 Minutes, Technology Subcommittee meeting: Spring 2005
- III.B.1-5 Norco Academic Master Plan
- III.B.1-6 Board minutes: consultant contract for “Long Range Educational Program, Growth, and Capital Plans”
- III.B.1-7 Board of Trustees minutes: approval of Measure C funding for Student Support Building at Norco
- III.B.1-8 Student Support Services Center task force: sample agenda
- III.B.1-9 Schedule of classes, spring 2007, Norco Campus section
- III.B.1-10 Off-site Locations 2006-2007
- III.B.1-11 Copy, JFK partnership agreement
- III.B.1-12 Copy, Contracts for portables
- III.B.1-13 Upgrade contract for ECE building Norco; contract for floating floor in Multipurpose Building
- III.B.1-14 Contract to resurface/build new parking lots
- III.B.1-15 NORESO EMC (environmental) project: plan, report
- III.B.1-16 Board meeting minutes (segment) of 2/20/2007 showing approval of Long-Range Educational master Plan for Norco (section IV-C-1)
- III.B.1-17 Sample minutes: Physical Resources subcommittee, NSPC
- III.B.1-18 Duties of Physical Resources subcommittee
- III.B.1-19 Norco Facilities Utilization Report: Brenda Davis, 2006-07 (*Fact Book*)
- III.B.1-20 District Facilities Utilization Report, 2006-07 (*Fact Book*)
- III.B.1-21 Division of the State Architect : sample report submitted to this division
- III.B.1-22 Sample “Footprints” work order - 2006-07, Norco Campus
- III.B.1-23 Scheduled Maintenance List
- III.B.1-24 Sample Safety-Quality Control Walk List
- III.B.1-25 DSPS facilities request for classrooms or DSPS Center
- III.B.1-26 Contract for floating floor in Multipurpose Building
- III.B.1-27 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*

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- III.B.2-1 RCCD Five-Year Capital Construction Plan (Norco Campus), *Fact Book*
- III.B.2-2 *Strategic Planning Process, 2001-2006*
- III.B.2-3 RCCD Capital Planning Process Diagram, *Fact Book*, pp. 381-396.
- III.B.2-4 District/Norco project proposals for JFK Middle College High School (refs #3-6 in *Fact Book*, pp. 381 ff.)
- III.B.2-5 District project proposal for NORESO EMC –see #4
- III.B.2-6 District/Norco project proposal for Network Operations Center – see #4
- III.B.2-7 District/Norco project proposal for chemical storage building – see #4

- III.B.2-8 Sample District Initial Project Proposal and final Project Proposals
- III.B.2-9 Board minutes, copy of consultant contract for Long-Range Educational and Campus Master Plan
- III.B.2-10 Sample Facilities program review
- III.B.2-11 Sample RCCD block grant
- III.B.2-12 Data report sample Norco room utilization
- III.B.2-13 Spring 2007 Norco room utilization ratio (D. Dieckmeyer)

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- III.C.1-1 Administrative and Finance functions map
- III.C.1-2 Academic Affairs functions map
- III.C.1-3 Chancellor's Office functions map
- III.C.1-4 IMC Norco Purpose and Responsibilities
- III.C.1-5 IMC Production Processes
- III.C.1-6 Library Program Review
- III.C.1-7 Sample Facilities report
- III.C.1-8 IMC website - <http://imc.rcc.edu> ; Norco IMC Operation Chart
- III.C.1-9 Information Services report
- III.C.1-10 Minutes: Technology Subcommittee; draft Norco Technology Plan
- III.C.1-11 Norco Faculty Technology Survey
- III.C.1-12 Norco Staff/ Administration Technology Survey
- III.C.1-13 Report on results of Norco Inland Empire Computer Skills Survey
- III.C.1-14 E-mail notices and flyers announcing training for Resource 25 and Datatel
- III.C.1-15 Flyers announcing WebAdvisor training for FT and PT faculty; Innovation Center calendar
- III.C.1-16 E-mail announcements: training workshops in Tegrity and podcasting (D. Dieckmeyer)
- III.C.1-17 E-mail announcements of Online faculty training workshops (B. Pavlis)
- III.C.1-18 *Online Faculty Handbook* - B. Pavlis
- III.C.1-19 Board minutes, Oct-Nov. subcommittee meeting, introduction of *Online Faculty Handbook*
- III.C.1-20 Math video tutorial for online Beginning Algebra (Math 52) - B. Prior
- III.C.1-21 Library program review
- III.C.1-22 DSP&S list: adaptive equipment and software
- III.C.1-23 Norco Technology Excellence Center proposal - D. Dieckmeyer
- III.C.1-24 Administration & Finance Functions map
- III.C.1-25 District Technology Master Plan
- III.C.1-26 <http://www.collegebuys.org>
- III.C.1-27 Open Campus Information Sheet
- III.C.1-28 Norco Campus Center Telecommunications Survey (S. Gilson)

Standard III.D.1

- III.D.1-1 District Academic Master Plan
- III.D.1-2 Norco Academic Master Plan
- III.D.1-3 Sample OIR budget and financial planning data

- III.D.1-4 *Strategic Planning Process 2005-2010*
- III.D.1-5 Board of Trustees Minutes: record of NAMP/ AMP approval (2005-2006)
- III.D.1-6 Sample reports by district admin and Norco President
- III.D.1-7 Copy of discretionary budget 2006-2007, Norco Campus
- III.D.1-8 Measure C documents
- III.D.1-9 Bond Oversight Committee membership list
- III.D.1-10 Agreement with long-range educational plan consultant; agreement, Charles McIntyre & Associates, 2006
- III.D.1-11 Administrative and Financial Services Function Map
- III.D.1-12 RCCD General Unrestricted Budget, 2006-2007
- III.D.1-13 Sample Monthly Financial Report from Norm Godin
- III.D.1-14 "Federal Grant Awards, Calendar Years 2001-Present," "Foundation Grant Awards, Calendar Years 2004 - Present," "State Grant Awards, Calendar Years 2001-2004"
- III.D.1-15 Sample Foundation audit-financial report
- III.D.1-16 Funding allocation approval: Office of Budget and Finance, for biology courses
- III.D.1-17 Board Policy #6200
- III.D.1-18 Norco Facilities Master Plan (2001)
- III.D.1-19 Board Policy #6200, 6300
- III.D.1-20 Fiscal year 2007-2008 Tentative Budget Development Schedule
- III.D.1-21 Capital Equipment and Position Request form (sample)
- III.D.1-22 Budget Adjustment Worksheet (sample)

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- III.D.2-1 District audit reports, 2003-2006.
- III.D.2-2 Report listing audit exceptions.
- III.D.2-4 Copy of categorical funding allocation, 2006-2007, Norco Campus
- III.D.2-5 Copy of District budget allocation 2005-2006 and 2006-2007
- III.D.2-6 Sample Finance and Audit budget reports; see also BP #2200, 6300
- III.D.2-7 Board Policy #6200 (Budget Preparation)
- III.D.2-8 Annual financial statement FY 2006-2007
- III.D.2-9 Copy of district administrative contingency account
- III.D.2-10 California Education Code website showing insurance requirements, or legal document (obtain from Risk Management showing district risk management obligations)
- III.D.2-11 Agenda showing \$40,000 allocation to Norco Campus
- III.D.2-12 Minutes, most recent BOT Finance and Audit Committee meeting
- III.D.2-13 Chancellor's Office organizational chart and functions map
- III.D.2-14 Measure C and The Citizens' Bond Oversight Committee, RCC site; Measure C Audit 2004-2005
- III.D.2-15 Copy of Student Services review/ audit report
- III.D.2-16 Foundation audited financial statements 2005-2006
- III.D.2-17 Sample contract proposal from Board agenda (from RSA or P.E.)
- III.D.2-18 Board Policies #6200, and 6300.
- III.D.2-19 Board policy #6140

- III.D.2-20 Internal controls and procedures for external contractual agreements; see also Board Policy Section 6 – Business & Fiscal Affairs
- III.D.2-21 RCCD Finance and Audit. Report No.: VI-D-3, 10/17/06
- III.D.2-22 [District Annual Independent Audit 2005-2006](#)
- III.D.2-23 Minutes, district Budget Bunch
- III.D.2-24 Minutes or documentation, Three Colleges Project

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- IV.A.1-1 Minutes establishing Norco Academic Senate as an independent entity
- IV.A.1-2 Norco Academic Senate By-Laws
- IV.A.1-3 Norco Academic Planning Council – minutes, roster of members: spring 2007
- IV.A.1-4 *Strategic Planning Process, 2001-2006* (district document outlining the process and its history/development)
- IV.A.1-5 Norco Academic Master Plan (NAMP)
- IV.A.1-6 Sample minutes, JFK High School Advisory Council
- IV.A.1-7 Sample minutes, Matriculation Advisory Council
- IV.A.1-8 Sample CTA and CSEA meeting minutes; contracts
- IV.A.1-9 Sample ASNC by-laws and meeting minutes
- IV.A.1-10 Minutes establishing departmental structure; Norco Academic Master Plan
- IV.A.1-11 Norco Strategic Planning Committee meeting minutes
- IV.A.1-12 District Board of Trustee meeting agenda and minutes
- IV.A.1-13 Membership list showing name of co-chair, District Program Review Committee
- IV.A.1-14 Membership list showing name of co-chair, District Assessment Committee
- IV.A.1-15 Position and duties of Faculty Development coordinator, Norco Campus
- IV.A.1-16 District Academic Senate and Norco Senate minutes of election of Tom Wagner as Senate President
- IV.A.1-17 CTA Minutes of election of Karin Skiba as President of bargaining unit
- IV.A.1-18 *Instructional Program Review: Comprehensive (Background & Guidelines)*
- IV.A.1-19 District Assessment Report showing name of author
- IV.A.1-20 Norco faculty-administration workshop, fall 2005; reading and dialogue on Gen Ed. SLOs developed by coordinator of District Assessment Committee
- IV.A.1-21 DAC Minutes showing adoption of general education SLOs
- IV.A.1-22 *COR Guide*, Curriculum Committee
- IV.A.1-23 *Handbook for Online Faculty*

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- IV.A.2-1 *Strategic Planning Process, 2001-2006*
- IV.A.2-2 Board Policies, Sections 4 – Academic Affairs, and Section 5 – Student Services
- IV.A.2-3 CA Academic Senate/Title 5 document(s) listing 11 areas of shared governance
- IV.A.2-4 October and November 2006 Norco Senate meeting minutes establishing sub-committees
- IV.A.2-5 RCCD District-Campus Functions Maps, Self Study Introduction
- IV.A.2-6 Board Policy Manual: Board Policies #1011, #2510
- IV.A.2-7 District Budget Advisory Committee membership list

- IV.A.2-8 Board of Trustees Standing Committee Agendas showing Norco staff representation and attendance
- IV.A.2-9 Strategic Planning Committee membership list
- IV.A.2-10 District PCAL Committee membership list
- IV.A.2-11 Accreditation Standard Committee Membership list
- IV.A.2-12 Associated Students Norco Campus Constitution and By-Laws; Board Policy Section 5 – Student Services
- IV.A.2-13 Student Shared Governance Proposal
- IV.A.2-14 Board Sub-Committee meetings showing student attendance/participation
- IV.A.2-15 Board Policy, Section 5 – Student Services
- IV.A.2-16 District Academic Senate Constitution and By-Laws
- IV.A.2-17 Norco Academic Senate Constitution and By-Laws
- IV.A.2-18 District Curriculum Committee Handbook
- IV.A.2-19 *Locally-Developed New and/or Substantially Changed Program Approval Process*
- IV.A.2-20 *Strategic Planning Process, 2001-2006*
- IV.A.2-21 Roles and responsibility of Norco APC

Standard IV.A.3

- IV.A.3-1 Board of Trustees Standing Committee Membership List
- IV.A.3-2 Norco Organization Chart
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Standard IV.A.4

- IV.A.4-1 2001 ACCJC Accreditation Team Recommendations for Riverside City College District
- IV.A.4-2 Norco Campus Accreditation (Site) Committees website
- IV.A.4-3 Norco Accreditation website
- IV.A.4-4 Board of Trustees Meeting minutes and agendas
- IV.A.4-5 Sample E-mail correspondence between co-chairs/editor of self-study and Kristina Kauffman, Associate Vice Chancellor of Institutional Effectiveness; Dean of Instruction and VP to co-chairs and to Associate Vice Chancellor, etc.
- IV.A.4-6 Accreditation Standard meeting minutes
- IV.A.4-7 Sample rough, first final, and 2nd final drafts, Norco Campus self study

Standard IV.A.5

- IV.A.5-1 Norco Campus Organizational Chart

Standard IV.B.1

- IV.B.1-1 Board Policy #1015: Election and Terms of Members
- IV.B.1-2 Board Policy #1016: Student Member of Governing Board
- IV.B.1-3 Board Policy Manual, Section 2: Board of Trustees
- IV.B.1-4 Board Policy #1011: Board of Trustees' Committee By-Laws

- IV.B.1-5 Calendar of scheduled board meetings. www.rcc.edu/administration/board
- IV.B.1-6 RCCD Mission Statement and Gen Ed SLOs
- IV.B.1-7 Sample Board Agenda
- IV.B.1-8 District and Norco Campus Mission Statements
- IV.B.1-9 Board Policy, Section 4 – Academic Affairs
- IV.B.1-10 Curriculum Process Agreement, http://academic.rcc.edu/academicssenate/District_Curriculum.htm
- IV.B.1-11 Board Manual, Section 5 – Student Services
- IV.B.1-12 Sample Board of Trustees agenda and Board of Trustees minutes
- IV.B.1-13 Sample Board of Trustees agenda showing closed legal discussion
- IV.B.1-14 Board of Trustees: minutes of agreement with legal consultant to revise policies
- IV.B.1-15 District Annual Audit Report
- IV.B.1-16 Sample Board of Trustee meeting requisition lists
- IV.B.1-17 Board Policy Manual; see also www.rcc.edu/board/
- IV.B.1-18 Community College League of California website: <http://www.ccleague.org/pubs/policy/jtstmt.asp>
- IV.B.1-19 Center for Effective Governance website: <http://www.acct.org/CenterEffectiveGovernance.asp>
- IV.B.1-20 Board Policies #3410 and 7120
- IV.B.1-21 Board Agenda: Agreement with Consultant, CCLC
- IV.B.1-22 Board Policy 3099/4099 (old) or BP 7120 (Recruitment and Hiring); BP 3100/4100/6100 (old), or BP 3410 (Nondiscrimination); BP 3110/4110/6110 (old), (Prohibition of Harassment).
- IV.B.1-23 Association of Governing Boards website
- IV.B.1-24 Sample Board Planning Retreat agenda
- IV.B.1-25 Board Policy #2045
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Standard IV.B.2

- IV.B.2-1 Norco Organizational Chart
- IV.B.2-2 Meeting minutes: President’s attendance at NSPC and other faculty meetings
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- IV.B.2-6 Staff and Faculty Accreditation Surveys, Spring 2007
- IV.B.2-7 Dr. Davis, “Community Activities”

Standard IV.B.3

- IV.B.3-1 District Organizational Charts
- IV.B.3-2 District functions maps (see Introduction to self study)
- IV.B.3-3 Norco Campus budget, 2005-2006

- IV.B.3-4 Measure C projects by campus (list)
- IV.B.3-5 Measure C Community Watch Group membership list
- IV.B.3-6 Copy of District Cabinet or BOT minutes showing/delineating new BAM
- IV.B.3-7 Board Policy #2430, "Delegation of Authority to the Chancellor"
- IV.B.3-8 District audit report
- IV.B.3-9 Measure C audit report
- IV.B.3-10 Sample board meeting agendas and minutes (most recent)
- IV.B.3-11 Convocation brochures and calendar of locations for board meetings, spring 2006
- IV.B.3-12 *Strategic Planning Process, 2001-2006*
- IV.B.3-13 *RCCD Strategic Initiatives 2005-2010, Fact Book*
- IV.B.3-14 *Norco Campus Response to Strategic Initiatives, Fact Book*

RESULTS OF FULL-TIME FACULTY ACCREDITATION SURVEY

Norco Campus - Spring 2007

[N = 55 / 83% of faculty]

1. Area of primary instructional responsibility:

The majority of the respondents identify themselves as responsible for transfer teaching.

2. Usual teaching schedule:

More than half the faculty teach during the daytime with nearly one quarter indicating that they teach both days and evenings.

3. How long have you been teaching at RCC Norco Campus?

Almost half the Norco faculty (49.5%) have been teaching at the Norco Campus for more than 6 years.

4. During the average school year, how often do you refer students to the various student support services on campus? [St.II]

One-fifth of the faculty indicate that they refer students to the various student support services on campus more than 40 times during the year. However, half the faculty indicate that they refer students 10 times or less.

5. Average time spent per week on shared governance activities (reading minutes, memos, newsletters, preparing curriculum/courses, attending meetings, hiring committees, etc.)

45% of faculty say that they spend more than 4 hours per week on shared governance.

6. Percentage of time spent outside class (not class prep) on activities leading to improvement of student learning:

Slightly more than 45% of faculty indicate that they spend 25% or more of their time outside of the classroom on activities leading to improvement of student learning.

Accreditation Standard I: Improving Institutional Effectiveness

7. I have read the Norco Mission Statement and understand it.

The majority (90%) of faculty at Norco say that they have read and understood the Norco Mission Statement.

8. Norco's Mission Statement guides institutional planning.

Though most faculty agree that Norco's Mission Statement guides institutional planning, nearly a third disagree or do not know.

9. Norco is committed to continuous improvements of the student learning process.

More than 83% of faculty agree that Norco is committed to continuous improvements of the student learning process.

10. I have read the Norco Academic Master Plan and understand its goals.

62% of faculty at Norco indicate some familiarity with and understanding of Norco's Academic Master Plan.

11. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.

While half of the faculty agree that the NAMP goals are regularly assessed and results shared with campus constituencies, nearly half do not or disagree.

12. I understand the purpose and role of the Norco Academic Planning Council.

Most faculty understand the purpose and role of the NAPC, however, slightly more than 25% do not.

13. I understand the purpose and role of the Norco Strategic Planning Committee.

Most faculty understand the purpose and role of the NSPC, however, slightly more than 25% do not.

14. Institutional planning decisions are based on research data.

Slightly more than half of faculty believe that planning decisions are based on research data. No responses were in strong disagreement with this claim. The remainder of faculty either don't know or somewhat disagree.

15. Institutional planning decisions are based on personal opinion(s)/agenda(s).

Faculty opinion was nearly evenly split over whether institutional planning decisions are based on personal opinion(s) agenda(s). Slightly more than a quarter of the respondents somewhat disagree with this claim and slightly more than a quarter of respondents somewhat agree.

16. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.

A slight majority agree that the information from the Office of Institutional Research is helpful. A significant percentage (29%) did not know.

Accreditation Standard II: Student Learning Programs and Services

17. Faculty present information fairly and objectively to students and others.

89% of the faculty **agree** that faculty present information fairly and objectively to students and others.

18. College staff present information fairly and objectively to students and others.

80% of faculty agree that college staff present information fairly and objectively to students and others.

19. Academic freedom is upheld by Norco Campus.

78% of faculty indicate that academic freedom is upheld by Norco Campus.

20. Norco encourages the use of different teaching methodologies as a response to learning styles of students.

Slightly more than 85% of faculty agree that Norco encourages the use of different teaching methodologies as a response to learning styles of students.

21. Norco assesses student learning outcomes for its courses, degrees, and/or programs.

65% of Norco faculty agree that Norco assesses student learning outcomes for its courses, degrees, and/or programs. 33% either don't know or disagree.

22. Norco uses the results of its SLOs assessments to make improvements.

Slightly less than half (45.5%) of Norco faculty agree that Norco uses the results of its SLOs to make improvements.

23. Norco relies on the faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.

67% of faculty agree that Norco relies on faculty (and advisory committees when applicable) to determine competency levels and measurable student learning outcomes.

24. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

71% agree that Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

25. Student support services make significant contributions to student success (e.g., retention, transfers).

70% of faculty agree that student support services make significant contributions to student success (e.g. retention, transfers).

26. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.

An overwhelming majority of Norco faculty (91%) believe that information on all of the programs available to students at Norco should be listed in a Norco college catalog.

27. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.

More than half of the faculty agree that Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs. However nearly half either do not know or disagree.

28. Counselors and instructors communicate to make sure that students receive accurate information about courses and programs.

Roughly half of faculty (52%) agree that counselors and instructors communicate to make sure that students receive accurate information about courses and programs. 38% either do not know or disagree.

29. The library's support for instructional programs contributes to student learning outcomes.

60% of Norco faculty agree that the library's support for instructional programs contributes to student learning outcomes.

30. The library collection has enough breadth to meet the needs of my students.

50% of Norco faculty disagree that the library collection has enough breadth to meet the needs of their students.

31. In general, the library is sufficiently responsive to faculty input.

Slightly more than half the faculty (58%) agree that the library is sufficiently responsive to faculty input.

32. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

73% of faculty agree that Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

33. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.

A large majority of faculty (82%) agree that Norco campus learning labs support SLOs; only 7% disagree.

34. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.

Sixty five percent agree that tutorial services support SLOs; 21.5% disagree.

35. Norco Campus provides technology development and training for faculty and staff on a regular basis.

Seventy-three percent agree that Norco has regular tech training for faculty and staff; 22% disagree.

Accreditation Standard III: Resources

36. There are sufficient numbers of qualified faculty to support college programs.

Fifty percent of faculty think that there are NOT sufficient numbers of qualified faculty to support college programs. (43% think the amt. is sufficient)

37. There are sufficient numbers of qualified staff to support college services.

Faculty are fairly evenly divided (38% to 40%) as to whether the amount of staff is sufficient to support college services.

38. Personnel search and selection processes are fair to all applicants.

A large majority of faculty (66%) agree that the personnel selection and search processes are fair to applicants. One fourth disagree, 10 percent have no opinion.

39. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.

Sixty-nine percent of faculty agree that the hiring results in personnel who will advance the Norco Campus mission.

40. Evaluation processes are effective in improving the quality of job performance of staff.

Half the faculty agreed that evaluation processes improve the performance of staff; one-fourth have no opinion.

41. Evaluation processes are effective in improving the quality of job performance of faculty.

A majority (63%) agree that evaluation processes improve their own job performance as faculty, but 29% disagree.

42. Evaluation processes are effective in improving the quality of job performance of administrators/managers.

Faculty are divided as to whether evaluations of job performance administrators are effective (25% agree, 27% disagree); more than 2/5 don't know or have no opinion.

43. Norco Campus provides sufficient opportunities for professional development.

A majority (62%) agree there are sufficient opportunities for professional development; however more than one-third (38.5%) disagree.

44. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.

A majority (67%) consider district policies on equity and diversity issues to be appropriate.

45. Norco links staffing decisions to its strategic planning committees.

The faculty are divided (38% agree, 26% disagree) about whether staffing decisions are linked to strategic planning committees. (NOTE: Question is misplaced; belongs in Standard I above).

46. The campus has adequate physical accommodations for people with disabilities.

Seventy-nine percent of faculty agree the campus has adequate physical accommodations for the disabled.

47. I feel safe on campus during the day.

48. I feel safe on campus at night.

Ninety-one percent feel safe on campus during the day; 76% feel safe at night.

49. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. [On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.]

Three-fourths agree the campus has a safe and healthy environment to work in.

50. Overall, the campus landscaped areas are attractive and safe. [On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.]

Eighty percent think the campus landscaping is attractive and safe; 15% think the landscaping is not attractive.

51. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.

52. In my classroom, the equipment, software and network connections used to support teaching are adequate and well maintained.

Eighty-two percent of faculty agree that their office software and equipment are adequate; however, only 73% agree that their classroom equipment is adequate and well maintained.

53. The instructional equipment supplied by the IMC and used to support teaching in my classroom(s) is adequate and well maintained.

54. IMC responds to service requests with adequate speed.

55. Computing Services responds to service requests with adequate speed.

A majority (78%) agree that the instructional equipment supplied by the IMC is adequate and well maintained. Eighty-three percent think IMC responds to service requests with sufficient speed, and 87% think Computing Services responds in timely fashion to service requests.

56. Faculty are sufficiently involved in the selection of educational equipment.

A majority of faculty (67%) consider themselves sufficiently involved in selecting educational equipment.

57. Campus budget priorities are determined by systematic planning.

Faculty are divided (40% agree, 31.5% disagree; 25% no opinion) as to whether budget priorities are determined by systematic planning.

58. Norco attempts to meet the needs of programs and services based on the availability of financial resources.

Seventy-three percent agree that Norco tries to meet program and service needs based on its financial resources.

59. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.

Opinion is divided evenly (43.5% agree, 44.5% disagree) about whether budget information is provided regularly or not.

60. Norco Campus uses resources wisely and fairly.

A majority (63.5%) believe that the campus uses its resources wisely and fairly.

Accreditation Standard IV: Leadership & Governance

61. The Norco Academic Senate is effective in making recommendations to management and the governing Board regarding the 11 areas of shared governance.

Half of faculty consider the Academic Senate to be effective in the areas of shared governance; one-fourth have no opinion.

62. The Norco Academic Planning Council (NAPC) is effective in making recommendations with respect to scheduling and academic planning.

Half of faculty understand the role of the NAPC and think it is effective; more than a third don't know or have no opinion.

63. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.

Forty-two percent agree that the NSPC is effective for facilities, budget planning and policies, but 23.5% disagree, and 29% have no opinion.

64. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.

Only 33.5% of faculty agree the NSCP is an effective channel for decision-making; 31% have no opinion, and 22.5% disagree. (fairly evenly divided)

65. The CTA is effective in making recommendations regarding compensation and workload issues.

Seventy-three percent agree the CTA is effective on issues related to workload and pay; only 9% disagree.

66. The CTA effectively communicates decisions and discussions taking place with regard to contract-related issues.

Seventy-two percent agree that the CTA effectively communicates about the contract; only 5.5% disagree.

67. The Student Senate has a defined role in institutional governance.

Forty-two percent agree that the Student Senate has a role in governance; one-third have no opinion, 23% disagree.

68. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.

Half the faculty agree that the policies of the Board of Trustees support the integrity and effectiveness of student learning; 13% disagree; one-third have no opinion.

69. The Norco Campus President provides effective leadership for Norco.

Seventy percent agree that the President provides effective leadership for Norco; 16.5% disagree.

70. I actively participate in shared governance through membership on the Norco Strategic Planning Committee. (YES/NO)

A large majority (87%) consider themselves participants in shared governance/NSPC.

71. I actively participate in shared governance through membership on the Norco Academic Planning Council. (YES/NO)

This question was misunderstood. (Invalidated)

72. I actively participate in shared governance through membership on the Norco Academic Senate. (YES/NO)

Only 29% of faculty participate as members of the Academic Senate.

73. I actively participate in shared governance through membership on the District Assessment and/or Program Review Committee. (YES/NO)

This question was misunderstood. (invalidated).

Written responses to #49: “On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.”

- Bathrooms need to be cleaner and cleaned more often. Faculty offices are not vacuumed regularly. We need more maintenance staff!
- Library building smells of mold. New lighting in the computer lab has generated complaints of being too dim. Complaints came from older students with older eyes.
- The restrooms are disgusting. There are also not enough of them on the east end of campus.
- Theatre and Humanities buildings often have odors and fumes entering office and classrooms through vents.
- Stairs on ATEC are too narrow. Rooms are small, desks large. Not enough room to negotiate down aisles crammed with backpacks.
- Rooms too cold.
- I feel our bathrooms and stairs are usually untidy and many times dirty. The women’s bathroom in student services is cleaner than the ones I use in ATEC, Library and ST buildings.
- Lectures should not be held in lab spaces.
- Students and staff/faculty crossing 3rd Street to get to the main campus from FJK or Child Development Center at a 3-way stop, especially at night, early (dark) and foggy mornings.
- Activity Center is unhealthy and unsafe for physical activities.
- Tigers’ Den is unhealthy for food services.

Written responses to #50: “On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.

- We need more shade trees and benches for student interaction. “Conversation” areas with chairs and tables in groups so students will want to stay on campus.
- We overuse water; water-intensive landscape, butcher our trees, and do not create walkways supporting natural traffic patterns (walking). We lack an environment that supports students to gather, study and discuss. We have loud machines going outside of classroom during instruction. We need food services that are healthy, affordable, and wider selection.
- The parking lot at night could be better lit with more (student) attendants visible. The area behind the theatre and between the theatre and Science-Technology could be better monitored evenings and at night with more security personnel visible.
- Landscape is boring.
- The campus and grounds are beautiful.
- Extremely boring campus. Hospital-like sterile environment! Campus needs to improve their approach to meeting the students’ needs outside of the classroom. The fact that the only place a student could get a cup of coffee is at the depressing Tigers’ Den is

a disgrace. The Tigers' Den resembles a hospital cafeteria, doesn't it? Get a coffee card for god's sake. All students link academic environment to the improved retention of students. Let's face it: RCC Norco is a boring campus. Now let's do something about it.

- Our campus is too sterile - it resembles a hospital more than a college.
- Don't you think we should have landscape that minimizes the use of water?
- Need more shade trees along road to ATEC - only palm trees.
- More benches and tables needed for ATEC building.
- Stop cropping trees by the ST building.
- Not enough flowers; grass is muddy; not enough places for students to sit inside or outside that are out of the sun/wind.
- No shade or places on campus for students to meet.
- Landscaping doesn't meet community needs
- Campus is not in city code with plants.
- Campus needs more recycling.

RESULTS OF STAFF ACCREDITATION SURVEY
Norco Campus - Spring 2007
[N = 23]

1. Area of primary responsibility: Admissions, 4.5%; Instructional Services, 30.5%; President's / Administrative Offices, 21.5%; Student Services, 30.5%, Business Services, 13%.
2. During the average school year, how often do you refer students to the various student support services on campus? [St.II]

65% of staff refer students to student support services more than 10 times a week.

3. How long have you been working at RCC Norco Campus?

78% of staff have been employed for 7 years or less at the Norco Campus. Nearly half of that group has been at the campus between 5-7 years.

4. Average time spent per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, hiring committees, etc.)

74% of staff spend 2 hours or less per week on shared governance.

Accreditation Standard I: Improving Institutional Effectiveness

5. I have read the Norco Mission Statement and understand it.

While more than half of the staff indicate that they have read and understood the Mission Statement, more than a third of staff have not.

6. Norco's Mission Statement guides institutional planning.

Over half of staff believe that the Mission Statement guides institutional planning. The remainder have no opinion or don't know.

7. Norco is committed to continuous improvements of the student learning process.

Most staff believe that Norco is committed to improving student learning.

8. I have read the Norco Academic Master Plan and understand its goals.

The majority of staff are aware of or do not understand the Academic Master Plan.

9. Norco Academic Master Plan goals are regularly assessed and results shared with campus constituencies.

74% of staff either have no opinion or disagree that Academic Master Plan goals are regularly assessed and shared with campus constituencies.

10. I understand the purpose and role of the Norco Academic Planning Council.

Slightly more than half of staff say that they understand the purpose and role of the Academic Planning Council.

11. I understand the purpose and role of the Norco Strategic Planning Committee.

Approximately 70% of staff understand the purpose and role of the Norco Strategic Planning Committee.

12. Institutional planning decisions are based on research data.

Slightly more than half of staff have no opinion or disagree that institutional planning decisions are based on research data.

13. Institutional planning decisions are based on personal opinion(s)/agenda(s).

Nearly a third of staff have no opinion about whether planning decisions are based on personal opinions or agendas. The remaining staff are divided fairly evenly between agreeing that personal opinions or agendas drive decisions and disagreeing with this claim.

14. The information from the Office of Institutional Research (Fact Book, web site, planning and research reports) is helpful in getting the information I need.

More than half of the staff have no opinion or are unaware of the Fact Book.

Accreditation Standard II: Student Learning Programs and Services

15. Faculty present information fairly and objectively to students and others.

Slightly less than half of staff agree that faculty present information fairly and objectively. The same percentage has no opinion or does not know. 13% disagree with this statement.

16. College staff present information fairly and objectively to students and others.

Nearly 75% of staff believe that staff present information fairly and objectively to students and others.

17. Academic freedom is upheld by Norco Campus.

While more than half of staff indicate that academic freedom is upheld by the Norco Campus, more than a third have no opinion or do not know.

18. Norco assesses student learning outcomes for its courses and programs.

The majority of staff agree that Norco assesses student learning outcomes for its courses and programs. 30% do not know or have no opinion.

19. Norco uses the results of its SLOs assessments to make improvements.

Nearly half of staff do not know or have no opinion about whether Norco uses the results of its SLOs assessment to make improvements. Most others agree that Norco does.

20. Norco provides clear and accurate information about courses, programs, degrees, and certificates to its students.

73% agree that Norco provides clear and accurate information about courses, programs, degrees and certificates to its students.

21. Student support services make significant contributions to student success (e.g., retention, transfers).

87% of staff indicate that student support services make significant contributions to student success.

22. Information on all of the programs available to students at Norco should be listed in a Norco college catalog.

87% of staff indicate that information on all programs available to students at Norco should be listed in a Norco college catalog.

23. Norco Campus evaluates the learning support needs of its students based upon learner outcomes in order to provide services and programs to address those needs.

The majority of staff do not know or have no opinion about whether Norco Campus evaluates the learning support needs of its students based on learner outcomes in order to provide services and programs to address those needs.

24. Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

Most staff agree that Norco Campus provides programs and services that enhance understanding and appreciation of diversity on campus.

25. On-campus labs (Writing/Reading Center, math lab, computer lab) provided by Norco Campus support the attainment of student learning outcomes.

87% of staff agree that on-campus labs support the attainment of student learning outcomes.

26. Tutoring services provided by Norco Campus support the attainment of student learning outcomes.

74% of staff indicate that Norco tutoring services support the attainment of student learning outcomes.

27. Norco Campus provides technology development and training for faculty and staff on a regular basis.

Slightly less than half of staff agree that Norco Campus provides technology development and training for faculty and staff on a regular basis. A significant number (a third) do not know.

Accreditation Standard III: Resources

28. There are sufficient numbers of qualified faculty to support college programs.

Nearly half of staff members think that the number of qualified faculty is not sufficient to support college programs at Norco Campus.

29. There are sufficient numbers of qualified staff to support college services.

Forty percent of staff members think that the number of qualified staff is not sufficient to support college services at Norco Campus.

30. Personnel search and selection processes are fair to all applicants.

A substantial majority (61%) of staff agree that personnel search and selection processes at RCCD are fair.

31. Search and selection processes are likely to result in hiring personnel who will effectively advance the mission of Norco Campus.

Over half of staff agree that new personnel are hired who advance the Norco Campus mission.

32. Evaluation processes are effective in improving the quality of job performance of staff.

Sixty-one percent of staff agree that the evaluation/review processes do improve the quality of their job performance.

33. Evaluation processes are effective in improving the quality of job performance of faculty.

Staff are evenly divided as to whether or not the evaluation/review processes improve the quality of job performance of the faculty; one-third have no opinion.

34. Evaluation processes are effective in improving the quality of job performance of administrators/managers.

Forty-three percent of staff agree that evaluation/review processes improve the job performance of administrators; an equal number have no opinion or don't know.

35. Norco Campus provides sufficient opportunities for professional development.

Over half of staff agree that Norco provides them with sufficient opportunities for professional development; one-third have no opinion.

36. The District's policies and practices demonstrate appropriate concern for issues of equity and diversity.

A majority (74%) agree that the district's policies show appropriate concern for equity and diversity issues.

37. Norco links staffing decisions to its strategic planning committees.

Most staff do not know whether Norco's staffing decisions are linked to the SPC. One-third agree that hiring decisions are linked to strategic planning.

38. The campus has adequate physical accommodations for people with disabilities.

A majority (74%) agree that the campus offers adequate facilities for the disabled.

39. I feel safe on campus during the day.

Almost 90% of staff feel safe on campus in the daytime.

40. I feel safe on campus at night.

However, only 70% of staff feel safe at night; more than 36% feel somewhat unsafe.

41. Overall, the campus buildings provide a safe and healthy environment in which to work and learn. [On the back of the answer key, please list examples of any campus facility that is not a safe and/or healthy environment.]

A large majority (78.5%) consider that the campus buildings are safe and healthy to work in.

42. Overall, the campus landscaped areas are attractive and safe. [On the back of the answer key, please list any examples of landscaped areas that are not safe or attractive, other than temporary construction activities.]

A very large majority (87%) consider the campus landscaping to be attractive and safe.

43. In my office, the equipment, software and network connections used to support teaching are adequate and well maintained.

Eighty-two percent have adequate equipment, software and network connections. Less than 10 percent are somewhat dissatisfied with their equipment or software.

44. Computing Services responds to service requests with adequate speed.

Almost all staff (91%) agree that Computing Services is prompt in responding to service requests.

45. Campus budget priorities are determined by systematic planning.

Forty-three percent of staff members agree that budget priorities are driven by systematic planning; an equal percentage have no opinion.

46. Norco attempts to meet the needs of programs and services based on the availability of financial resources.

A majority (65%) agrees that Norco tries to meet financial resource needs of its programs and services. One-third have no opinion or don't know.

47. Appropriate and timely budgetary information is provided regularly throughout Norco Campus.

One-third of staff agree that appropriate and timely budgetary information is provided for Norco Campus. [Note: This figure represents past practice wherein the district Budget Bunch provided very little information to the campuses. The Norco Vice President of Business Services now distributes a Monthly Financial Report to administrators, interested staff, and department chairs which provides detailed information about the budget.]

48. Norco Campus uses resources wisely and fairly.

Most of the staff (69.5%) agree that Norco Campus uses its resources wisely and fairly.

Accreditation Standard IV: Leadership & Governance

49. The Norco Strategic Planning Committee (NSPC) is effective in making recommendations with respect to facilities, budget planning, and policies.

Almost half of the staff (47.5%) agrees that strategic planning processes have effective input into facilities, budget planning, and other policies. Over half of staff have no opinion or may not know about the role of the Strategic Planning Committee.

50. The Norco Strategic Planning Committee (NSPC) is an effective channel for staff ideas regarding institutional decision-making.

As with the preceding question, over half of staff have no opinion, or as is more likely, do not know about the role of the SPC in channeling staff ideas for decision making at Norco Campus. Just over one-third of staff understand the role of the SPC.

51. The CSEA is effective in making recommendations regarding compensation and workload issues.

Just over half of staff (52%) agree that their bargaining unit makes effective recommendations regarding compensation and workload issues. Forty percent have no opinion; only 9% are dissatisfied with union efforts in this area.

52. The CSEA effectively communicates decisions and discussions taking place with regard to contract-related issues.

Over half (56%) of staff agree that their bargaining unit communicates its negotiations and decisions on contract effectively. One-fourth have no opinion; 13% disagree that the union communicates effectively regarding negotiations.

53. The Student Senate has a defined role in institutional governance.

A majority of staff (56.5%) have no opinion or no idea whether or not the students have a defined role in the governance of Norco Campus. One-third agree that students have a clear role; 9% disagree.

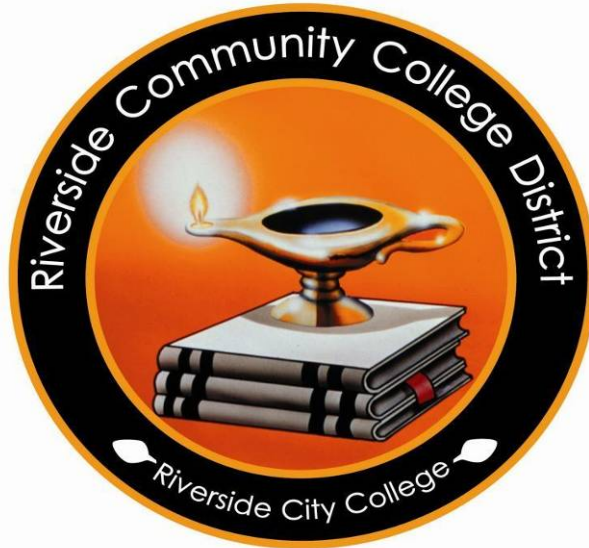
54. Governing Board policies support the quality, integrity and effectiveness of student learning programs and services.

Staff are fairly evenly divided among those who have no opinion (43.5%) about the Board of Trustees policies regarding student programs and services, and those who agree that the Board supports the quality of those services (47.5%).

55. The Norco Campus President provides effective leadership for Norco.

A large majority of staff (81.5% agree) that the campus president provides effective leadership for Norco. The rest (13%) have no opinion; there was no disagreement with this statement.

INSTITUTIONAL SELF STUDY REPORT IN SUPPORT OF
REAFFIRMATION OF ACCREDITATION



Submitted by:

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506
www.rcc.edu

Submitted to:

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

Fall 2007

Riverside Community College District

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Board of Trustees

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Janet Green, Secretary
José Medina
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Carlos Naranjo, Jr., Student Trustee

**Linda Lacy, Interim President
Riverside City College**



ACKNOWLEDGEMENTS

Thomas M. Johnson, *Professor/Vice President Emeritus*, for setting us on the right path in the early stages.

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Riverside City College
2007 Self Study
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President's Preface: The Making of the Self Study



A self-study examines an institution's strengths and seeks way to improve, but most important, it provides a forum for dialogue, planning, evaluation, and institutional change. The self-study process offers an opportunity to engage in an inclusive, thoughtful process of examining the institution's commitment to student learning and to the processes that support that aim. The process at Riverside City College involved representatives from the entire college community.

Since 1916, Riverside City College has served the community. A. N. Wheelock, Riverside's first "true" superintendent of schools, in his address entitled, "What It Is and What It Offers," cited a simplistic mission statement for the junior college: "What we want is to make it so that when the student is through, he has achieved something that makes him a better citizen, economically, and socially." He made this statement in 1916 not 2007, but the essential mission continues. Certainly the services, methods, and course offerings have changed dramatically as has the wording of the mission statement, but the college still prepares students to be productive citizens in a diverse and global environment.

The first accreditation, written in 1953 by then President, Bill Noble, in all likelihood, by himself, was repeated in 1958, but this time, he sent the report to the Western College Association. In 1963, the report, again written by the President, was sent to the current accrediting commission, the ACCJC. Despite prior accreditation approvals, the college received its first "official commission accreditation" at that time.

President Noble would be surprised to know that the current self-study involved more than two hundred fifty students, faculty, staff, and administrators. In recent years, Riverside City College has become more rigorous and more focused on student learning outcomes, and it engages in a continuous cycle of planning, evaluation, and improvement. Although facing the new challenge of a diverse student population with a variety of academic needs, goals, and aspirations, the college continues its mission and obligation to provide a higher education to the community it serves.

Dr. Linda Lacy
Interim President

Certification of the Institutional Self Study Report

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

From: Riverside Community College
4800 Magnolia Avenue
Riverside, CA 92506

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

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

Mary Figueroa, President, Board of Trustees

Salvatore Rotella, Ph.D., Chancellor

Linda Lacy, Ed.D., Interim President, Riverside City College

Richard Mahon, Ph.D., President, Academic Senate, Riverside City College

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Tim Brown, Ed.D., Accreditation Liaison Officer, Riverside City College

Eligibility Requirements

Riverside City College

Riverside City College affirms it is in compliance with the eligibility requirements for its 2007 accreditation.

#1: Authority

Riverside City College is part of the Riverside Community College District. Riverside City College is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office.

#2: Mission

On June 20, 2006, the RCCD Board of Trustees approved the following Riverside City College mission statement:

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

The Riverside City College mission statement appears in the latest edition of the District catalog and is also published on the Riverside City College campus web site.

#3: Governing Board

Riverside City College is part of the Riverside Community College District, which is governed by a publicly elected five-member Board of Trustees, joined by a non-voting student trustee. Members are elected for four-year, staggered terms. The Board members have no employment or personal financial interest in the institution.

#4: Chief Executive Officer

Riverside City College's Interim President was recommended by the District Chancellor and approved by the Board of Trustees in January of 2007. The President, who has been with the college for over 20 years, reports directly to the District Chancellor. The Chancellor is appointed by and reports to the Board of Trustees.

#5: Administrative Capacity

Riverside City College has 26 academic and support services administrative staff members with appropriate preparation and experience to provide the administrative services necessary to support the college's mission and purpose. Administrative appointments include Vice Presidents of Business, Academic Affairs, and Student Services; Deans of Admissions and Records, Instruction, Nursing, and Student Services; Associate Deans of Educational Programs and Vocational Programs; a Supervisor of Student Services; Directors of Facilities and Culinary Arts; and a Maintenance Manager. (An organizational chart is included in the appendix of this report.)

#6: Operational Status

Riverside City College opened in 1916. Currently, the college enrolls over 19,000 students in classes which are held six days a week. Many are actively pursuing vocational certificates, associate degrees, and/or transfer to four-year institutions. A smaller proportion of students have other goals, including personal development, career enrichment, or remediation in basic skills.

#7: Degrees

To meet its stated mission, Riverside City College offers the Associate of Arts and Associate of Science degrees and a variety of certificates, primarily in business, management, and technology fields. The institution has 36 different degree programs.

#8: Educational Programs

Riverside City College's degree programs, based on recognized higher education fields of study, are congruent with the college mission, have sufficient content and length, and are conducted at appropriate levels of quality and rigor. The degree programs meet California Code of Regulations, Title 5 curriculum requirements, and

when combined with the general education component, represent two years of full-time academic work. Every course outline in both degree credit and non-degree credit courses meets predetermined student learning outcomes achieved through class content, assignments, and activities; and all course outlines are subjected to periodic, rigorous program review. Riverside City College offers 61 vocational certificates.

#9: Academic Credit

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

#10: Student Learning and Achievement

The 2007-08 District catalog contains the Board-approved comprehensive statement of General Education Student Learning Outcomes (SLOs) for the associate degree. Additionally, some program-level SLOs have been developed, and others are in various stages of development. The curriculum is District-wide, and by fall 2007 discipline faculty will have revised nearly all course outlines of record with SLOs, which are achieved and assessed by a variety of methods. Overseen by department and discipline faculty and by administrators, every course, regardless of its location and delivery system, adheres to the course outline of record.

#11: General Education

All degree programs require a minimum of 18 units of general education to ensure breadth of knowledge and to promote intellectual inquiry. Students must demonstrate competency in writing, reading, and mathematical skills to receive an associate degree. The institution's general education program, scrutinized for rigor and quality by the Curriculum Committee, will adhere to the newly approved requirements for math and writing enacted at the state level for students entering the college in fall 2009.

#12: Academic Freedom

Riverside City College supports academic freedom; faculty and students are free to examine and test all knowledge appropriate to their

discipline or area of major study. Board Policy 4030 guarantees intellectual freedom and independent thought.

#13: Faculty

Riverside City College has 246 full-time faculty and over 500 part-time faculty. All faculty meet the minimum requirements for their disciplines based on the Minimum Qualifications for California community college faculty established in California Code of Regulations, Title 5. Many hold terminal degrees. Clear statements of faculty roles and responsibilities exist in the faculty Collective Bargaining Agreement and Faculty Handbook. These responsibilities include, but are not limited to participation in program review, the development of student learning outcomes, and assessment of student learning.

#14: Student Services

Riverside City College has strong student service programs that support student learning and education access. Each department upholds the mission of the college and promotes the academic success of students.

#15: Admissions

Riverside City College adheres to admissions policies consistent with its mission and with the California Code of Regulations, Title 5 and facilitates the registration of students in classes. Using validated prerequisites and other limitations on enrollment, the college ensures that students enroll in appropriate courses. Information about admissions requirements is available in the catalog, the schedule of classes, and on the web page. Students are encouraged to apply online, although paper applications are also accepted.

#16: Information and Learning Resources

Riverside City College has sufficient print and electronic resources to meet the educational needs of its students. The library staff assists students in the use of resource materials, including free internet access and online computer data bases. The college also provides a variety of student support programs, and computer labs.

#17: Financial Resources

Riverside City College receives a budget allocation that funds all basic operational costs from the District's Office of Administration and Finance. The college reviews its budget allocation and makes requests for additional funding on an annual basis. The Riverside City College Strategic Planning Committee includes a Financial Resources Sub-Committee that reviews yearly funding requests and expenditure reports and the fiscal impact of new projects and programs.

#18: Financial Accountability

The Riverside Community College District regularly undergoes and makes publicly available an annual external financial audit for the district and its educational centers. The audit, conducted by a contracted certified public accountant, complies with the standards contained in Government Auditing Standards issued by the Comptroller General of the United States. The Board of Trustees reviews these audit reports on a regular basis. To support appropriate and effective utilization of the Riverside City College budget, college administrators collaborate with the district office of Administration and Finance.

#19 Institutional Planning and Evaluation

Riverside City College has an established institutional planning process and works with the Riverside Community College District to plan for the development of the campus, including integrating proposals for academic personnel, learning resources, facilities, and financial development, as well as procedures for program review, assessment, and institutional improvement. Through the Riverside City College Academic Planning Council, the Strategic Planning Committee and its nine sub-committees, and the Riverside City College Academic Master Plan, the college and district systematically evaluate how well and in what ways Riverside City College accomplishes its purpose, including assessment of student learning and institutional effectiveness.

#20: Public Information

The Riverside Community College District currently publishes a single catalog for all three

campuses and a schedule of classes that contains separate listings of classes offered on each campus. These documents, along with multiple district and campus websites and other appropriate publications, provide accurate and current information about the institution's mission and goals; admission and withdrawal requirements and procedures; academic calendar and program length; rules and regulations affecting students, programs and courses; degrees offered and graduation requirements; costs and refund policies; available learning resources; grievance procedures and non-discrimination policies; names and academic credentials of faculty and administrators; and members of Board of Trustees.

#21: Relations with the Accrediting Commission

The Riverside Community College District Board of Trustees provides assurance that Riverside City College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the college in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. All disclosures by the institution will be complete, accurate, and honest.

A Brief History of Riverside City College

Riverside City College, one of the oldest community colleges in California, opened in September 1916 and has provided continuous service to the residents of Riverside County through the roaring twenties, the depression, the Second World War, the Korean War, the sixties, seventies, and now the twenty first century. It was preceded among the ranks of California community colleges by Fresno, Santa Barbara, Bakersfield and Fullerton, while Sacramento City College opened the same year. The student population was small in the twenties and thirties, hardly rising above 700 students. The Second World War took a toll on enrollment, sinking at one point to 170 students. Following the Second World War, however, enrollments began to expand and pre-collegiate courses in English and math made their first appearance.

The political landscape for community colleges also began to change in the post-war era. The college prepared its first self-study in 1953. The college's first visiting team noted the need for a general philosophy of education and stronger requirements in general education, principles which remain central to the commission and the college today. In 1962, the faculty of the college formed its first shared governance body, the Faculty Association. In 1967, the Board of Governors came into existence. The student population continued to grow, from 681 students in 1950, to just over 3,000 in 1963, to over 5,000 in 1971. When the college's third president retired in 1972, only three presidents had served the institution during its first 56 years.

In 1978, the Board appointed Charles Kane, the 6th president, who served until 1991. He was succeeded by Salvatore Rotella, who announced his retirement, but will continue to lead the college and district through the completion of the self study. In 1991, the

college opened comprehensive centers in Moreno Valley and Norco, which offered a full range of general education and occupational courses. The accreditation self study of 2001, *Campuses to Colleges*, completed a "shadow self study" of the Norco and Moreno Valley campuses to determine the readiness of the centers to meet the accreditation standards independently. From early in the planning process, the Board adopted a philosophy to maintain a common core general education and transfer curriculum across the district, and the distinction between the three colleges would lie in the vocational programs of each.

In the "Riverside Community College District: Strategic Planning Process 2001-2006," Riverside City College responded to the previous recommendations from the Accrediting team by using a sequential strategy: (1) to develop an integrated planning *structure*, (2) to develop a strategic planning *process*, and (3) to implement the planning process, and (4) to identify measurable and observable institutional outcomes.

During the first stage, consultant Michael Dolence met regularly with the Board of Trustees and with administrators and faculty across the district to assist the college communities in envisioning a comprehensive and integrated planning process. He facilitated discussion on the kinds of changes that would be necessary for the college and district to work toward an integrated approach to planning.

During the second stage, faculty leaders and college and district administrators worked to refine existing planning structures and to provide broad dialogue and comprehensive guidance for the development of new programs and for the evaluation of existing

programs. By design, this process included a number of constituencies: faculty expertise at the discipline level, department chairs, the Academic Senate and Curriculum Committee, and both college and district Strategic Planning committees.

During the third and present stage, attention has shifted to measuring student success in meeting specific course SLOs and more general measures – such as access, retention, success, persistence, and completion—and to measuring less quantifiable goals in SLOs, such as the quality of student experience.

Riverside City College has also made a number of improvements in facilities: the four story Digital Library that was still in the planning phase in 2001; a four-level parking structure opened in 2006 that was not yet in the planning stage in 2001, and the crowning jewel of the college, the A. G. Paul Quadrangle – named after the college's founding president – will be newly reopened fall 2007 after a basement-to-rooftop renovation. The planning for the construction of a Nursing and Natural Science building – consisting of classrooms, science labs, and faculty office—is in progress.

The accreditation self studies of 1995 and 2001 both describe the college and the district as a “work-in-progress.” As Riverside City College seeks reaffirmation of its accreditation, the Norco and Moreno Valley centers/campuses have requested college status and separate, independent accreditation. Although the institution and the college have undergone tremendous change, Riverside City College has never forgotten that students are the reason for its existence, and the self study describes, evaluates, and plans the manner in which the college fulfills its central mission of educating students in an ever changing world.

Student Learning Outcomes Essay

Riverside City College began systematic efforts to assess learning only seven years ago, though the history of the college demonstrates that the academic welfare of students and good teaching have always been valued. In 2000, however, the college initiated a new phase in its value of student-centeredness. A district-wide outcomes assessment committee, co-chaired by an administrator responsible for institutional effectiveness and a faculty member with reassigned time to act as assessment coordinator, was created to address the new accrediting standards. The accrediting commission was about to replace its old accreditation standards with dramatically different ones, which would ask the college to define, measure, and improve upon student learning in ways no California community college had even contemplated before. Of course responsible teachers had always done this work informally, in classrooms. But now the institution as a whole was expected to examine broad patterns in student learning, to measure student learning, and to improve upon it. Some committee members, wary of these new expectations, sensed in them a threat to academic freedom or an evisceration of education that would reduce it to only those forms readily measurable and quantifiable. Many (though by no means all) of these fears were allayed as the committee, and later the college community as a whole, came to a better understanding of what “assessing student learning outcomes” really means.

In the early work of the committee, and the discussions that flowed from the committee to workshops, department meetings, retreats, and even informal hallway conversations, the talk frequently centered on the meaning of the phrase “culture of evidence.” How could we create one? Should we want to create

one? What, in higher education, is actually meant by—and should count as—“evidence”? (Many came to understand that the new accreditation standards were part of a broader cultural shift in how all organizations in the new century were being asked to conceive and evaluate themselves.) If the committee began its work in response to extrinsic pressures to develop and implement outcomes assessment plans, and with some concerns about the value of doing so, it eventually—almost to a person—came to embrace assessment as having intrinsic value. The committee’s experience mirrored that of the college as a whole. Assessment has been a powerful heuristic driving discussions throughout the college about pedagogy and curriculum, about what students should learn and how to improve upon the learning already taking place—discussions that simply wouldn’t have happened otherwise. And, valuable though it is, the college has not stopped with discussion alone.

Seven years later, RCC has a fully conceived (if not yet fully implemented) outcomes assessment plan. Working together, faculty have defined outcomes for nearly all courses and many programs, including general education. Assessment cycles are undertaken annually by most disciplines and assessment results (detailed in annual program review updates) have been examined and used to improve teaching and learning throughout the college. Assessment processes are also beginning to be integrated into large-scale planning processes and resource allocation decisions.

Problems—pockets of faculty resistance (both passive and active, resting on principle or misunderstanding); concerns about whether the assessment work will be sufficient to satisfy ever more rigorous

accountability demands; doubts about whether assessment can ever attain to scientific rigor—remain. But while the idealist looking at RCC’s assessment efforts might brood on things not yet completed or even undertaken, a realist must be heartened by how much *has* been accomplished. How did the college come so far in so little time? One can point to a number of decisions and accomplishments over the years that have marked true progress toward an evidence-driven institution—one that broadly, if not universally, embraces outcomes assessment:

- Before recommending action, the assessment committee, one of the most hard-working and collegial committees at the college, devoted more than a year to intensive study of outcomes assessment, in meetings similar in rigor and tone to a good graduate-level seminar. Committee members read and discussed the literature, attended conferences, and visited other colleges to learn from their successes and failures. The committee has benefited from the presence of both instructors and administrative staff among its membership, as well as students, but assessment at RCC has from the beginning been a *faculty-driven process*. It would not have succeeded otherwise.
- RCC concluded early on that colleges often stall in their assessment efforts when they begin too ambitiously, trying to define and measure institution-level outcomes first. It was the goal to *complete* assessment cycles and use results for improvement, not simply spend years discussing outcomes (valuable though much of that discussion can be). Very much by intention, an “assessment” committee, not an

“SLO” committee was formed. The committee’s decision to begin with pilot projects focusing on course-based assessment (participants applied for \$3000 grants that asked them not simply to complete their projects, but to report to the college about them) served many different useful purposes. It broadened the discussion about (and awareness of) assessment throughout the college. It led naturally to course-based assessment projects in the following year. But perhaps most important, it demonstrated that assessment could be practical for the work teachers do—it wasn’t simply a bureaucratic mandate.

- RCC has consistently emphasized the *value* of doing assessment as opposed to the *necessity* of doing so. It has held countless workshops for faculty on assessment practices and methods. It has been patient, preferring as much as possible to reward faculty for engaging in assessment activities rather than punish them for failing to engage. Accordingly, assessment is seen at RCC less as something that has to be done, but more as something that should be done.
- Nevertheless, the college decided that intrinsic rewards alone were not enough. It reconceived the curriculum approval process so that, since 2003, all courses must have defined student learning outcomes, tied to specific methods of teaching and evaluation, as a condition of approval. It also redefined program review so that disciplines undergoing the process need to develop and reflect upon their assessment *plans* in their comprehensive quadrennial self-studies, and report on assessment *results* in their annual updates.

Resource allocation decisions are now tied to assessment results. The review process increasingly directs occupational education disciplines to focus on assessing programmatic outcomes while requiring academic disciplines to concentrate on the assessment of courses and general education.

- The broader academic community, including such otherwise diverse non-instructional units as the Board of Trustees, the offices of institutional research and planning, and student support services, has become integrated into the RCC assessment matrix. The Board of Trustees approved a new learner-centered curriculum framework in 2003 and a list of general education learning outcomes (itself the product of nearly two years of college-wide discussion) in 2006. Institutional research data have been used in the improvement process at levels ranging from the individual faculty member to the college as a whole. For example, the IR office has helped interpret CCSEQ data from two separate years, as well develop an in-house survey over 500 RCCD graduates in 2006, in ways that are proving invaluable as faculty begin to realign the list of courses meeting general education requirements in light of GE outcomes. And student services has defined SLOs and SAOs (Service Area Outcomes) for all student support services, has developed assessment methods for most of those outcomes, and is now, in the words of its vice chancellor, “utilizing assessment information to make appropriate changes to improve programs and services.”

Readers interested in more detailed accounts of assessment projects undertaken by specific disciplines at RCC should consult the annual program review updates on the RCCD website. A few specific examples suffice to demonstrate how individual disciplines are using assessment data to make improvements in pedagogy and curriculum:

- The English discipline has focused its assessment efforts on its four-course composition sequence, though it has also completed an indirect assessment project for its literature survey courses and is developing assessment metrics for its Writing and Reading Center. Each composition course is assessed at least every two years, with groups of instructors reading sample student work against an analytic rubric they develop collaboratively. A spring 2005 project focusing on the two most basic composition courses, English 60A and 60B, suggested to the discipline that while students achieved benchmark levels in their ability to write paragraphs by the end of 60A, they were not demonstrating an ability to write short essays in sufficient numbers by the end of 60B. Further investigation suggested that this was primarily a problem arising from confusion about and inconsistency in how the course should be taught. The discipline distributed the assessment report to all instructors with reminders about what students need to be able to do by the end of the course; it has also produced a course handbook (with sample syllabi, assignments, graded papers) for instructor use. A new round of assessment in spring 2007 will, the discipline hopes, produce evidence that its efforts have paid off in the

form of improved student performance.

- The Telecommunications discipline developed an analytic rubric and conducted a primary trait analysis of what it saw as the core learning outcome for its television production course. After a norming session, student-made videotapes were analyzed against the rubric by a group of full- and part-time faculty. The results of the assessment indicated a need to increase the course content on the production *planning* process. Faculty have adjusted course content to include more emphasis on this process. And the discipline decided to offer a new introductory course related to the production planning process to ensure that students enrolled in the telecommunications program would achieve this outcome.
- The Mathematics discipline, with a Pew Grant for Course Redesign and Title III Grant, redesigned its Elementary Algebra course as a student-centered course incorporating new teaching strategies, technology, and tutoring to promote active, student-centered, individual and group learning. The discipline refined its Elementary Algebra student learning outcomes and developed a comprehensive course-based assessment project. It has continued to make changes to pedagogy and curriculum in response to these assessments, as well as to institutional research data and the results of faculty surveys. For example, due to qualitative results from student and faculty interviews, the discipline switched from the ALEKS program to MyMathLab for the technology component of Elementary Algebra. It has also

changed its testing software and established topic-based workshops.

RCC has thus made good progress in seven years toward becoming the kind of institution envisioned by its accrediting commission, one that “ensures that its resources and processes support student learning, continuously assesses student learning, and pursues institutional excellence and improvement.” Student learning outcomes are now “threaded through” the college in much the same way the phrase and its cognates are threaded through the accreditation standards themselves. One of the eight strategic initiatives identified for RCCD for 2005 – 2010 is to “improve student learning outcomes.” To do that, we expect to build on work already begun, by completing the task of identifying and assessing outcomes at the course level, by focusing aggressively on program-level assessment (particularly in our occupational education disciplines), and by developing and implementing better techniques, as for example the use of electronic portfolios, to assess general education—with which nearly all colleges and universities in the U.S. today are struggling. (The executive director of the commission was quoted recently as calling GE assessment the “most challenging” area for outcomes assessment.) As learning at the college continues to improve through “ongoing, systematic, and integrated planning,” RCC will continue to engage in the kind of spirited dialogue—sometimes contentious, usually respectful, often productive—that has always characterized the institution. Student learning— how best to produce it and improve upon it—will be the focal point of that dialogue.

Organization of the Self Study

In fall 2004, the Office of Academic Affairs along with the Academic Senate identified faculty and administrative accreditation co-chairs for the three campuses and formed the Executive Committee to begin the self study. The Executive Committee membership consisted of Professor/Vice President Emeritus Thomas M. Johnson, district Vice Chancellors, college Provosts, the Associate Vice Chancellor, Instruction, the Associate Vice Chancellor, Institutional Effectiveness, the Outcomes Assessment Coordinator, a classified staff representative, a confidential staff representative, and the faculty and administrative accreditation co-chairs. (See chart.) The role of the Executive Committee was to

- assist standard and steering committee chairs by obtaining needed information, evidence, and documentation
- read, review, discuss, and comment on drafts.

The Executive Committee first met in spring 2005 and continued to meet on an as-needed basis throughout the self-study process.

A subset of the Executive Committee was designated as the District Coordinating Committee. This group consisted of Thomas M. Johnson, the Associate Vice Chancellors of Instruction and Institutional Effectiveness, and the faculty co-chairs. The identified role of the District Coordinating Committee was to

- coordinate self-study process and timelines
- read, review, discuss, and comment on drafts.

The District Coordinating Committee met formally on May 5, 2005, and continued to

function on an informal basis throughout the process.

Also, in spring 2005, the Riverside Accreditation Steering Committee was formed. A faculty member and the Dean of Instruction serve as co-chairs. Three other faculty serve on this committee: the Riverside Academic Senate President, an Occupational Education faculty member, and a faculty member who was appointed as the Accreditation Liaison Officer. The Dean of Student Services, a confidential staff representative, and a classified staff representative serve on the committee. (See chart.) Student participation has been sporadic; however, Steering Committee e-mails are sent regularly to student representatives. The Associate Vice Chancellor, Instruction and the Associate Vice Chancellor, Institutional Effectiveness attend the meetings and serve as resource persons for the Steering Committee.

The Steering Committee created nine standard committees: one for Standard I, three for Standard II, four for Standard III, and one for Standard IV. During 2004-2005, the strategic planning subcommittees were aligned with the accreditation standards. In order to avoid duplication of effort, make best use of individuals' areas of expertise, and streamline the accreditation self-study process, the membership of the strategic planning subcommittees formed the core membership of the accreditation committees. For each Standard Committee, the Steering Committee identified a faculty chair and an administrator who was designated as a resource person.

In April 2005, to ensure broad participation from all college constituencies, the district Chancellor, Academic Senate President, and CSEA President sent information regarding

the accreditation process and a call for participation to all employees. As a result, the core committee membership was augmented in fall 2005 and again in fall 2006 when the senate president assigned every full-time faculty member to one of the nine committees. The Steering Committee asked the Associated Students of Riverside City College to assign students to each standard; however, student participation has been minimal.

An accreditation training retreat was held on October 6 and 7, 2005 at Pala Mesa. Retreat invitees included the Accreditation Executive Committee, District Coordinating Committee, Campus Steering Committees, and the Chairs of the Standard Committees for each campus. Intended outcomes for the retreat were to

- Develop a concrete plan on how to approach the self-study
- Begin list of needed documentation
- Begin annotated outline.

The Standard Committees convened during fall 2005 to

- Begin compilation of information
- Hold discussions
- Identify issues
- prepare annotated outlines
- gather evidence.

In winter 2006, Institutional Effectiveness developed an accreditation web site to share information about the accreditation standards and the organizational structure for the self-study process and to provide a repository for evidence and drafts of the self study

The Steering Committee met every two weeks during spring 2006 to facilitate the self-study process. The Steering Committee organized a retreat in April to provide training for committee members, review the progress of the work, and continue the committee

discussions. The Steering Committee developed a newsletter to inform the college community of self-study progress and events. Standard Committees provided initial drafts for the Steering Committee's review in May and provided revised drafts in June. The Committee spent much of the summer reviewing drafts and providing comments back to the Standard Committees. Evidence gathering continued.

The Steering Committee identified self-study co-editors and began holding weekly meetings during fall 2006. In mid-September, the Committee organized a retreat, focusing on the three aspects of the standards: descriptive summary, self evaluation, and planning agenda. The importance of evidence was also stressed. The weekly meetings quickly became twice-a-week meetings as the Steering Committee met with each Standard Committee twice throughout the semester to review drafts. The Steering Committee organized a second retreat in October during which the Standard Committees continued discussion and work under the guidance of Steering Committee members. The Standard Committees submitted three drafts: one in September, one in October, and a final draft for editing purposes in December.

During winter 2007, the editors revised each standard and, as each draft was completed, the Office of Institutional Effectiveness loaded it onto the accreditation web site for access and review by members of the college community.

In February 2007, a preliminary draft of the self study was distributed to the Steering Committee and at a March retreat the draft was presented to the Standard Committees and the college community for discussion and further input. During March and early April, the editors, under the direction of the Steering Committee, again reviewed and revised the

draft. Evidence compilation and organization continued.

In May 2007, a subset of the Executive Steering Committee consisting of the presidents, vice chancellors, associate vice chancellors of institutional effectiveness and instruction reviewed the standard drafts. Based on their suggestions, the editors made final revisions to the standard drafts. The Steering Committee reviewed and discussed the final draft of the self study which was sent to the Board of Trustees on June 1, 2007.

Self Study Timeline

Fall 2004

1. Convene District Coordinating Committee
 2. Approve timeline and committee structures
-

Spring 2005

1. RP Group SLO training – Feb. 11
 2. Form Steering Committee
 3. Identify Standard Committee Chairs
 4. Form Standard Committees
 5. Begin evidence compilation
 6. Board of Trustees Annual Planning Meeting – Accreditation Update – April 26
-

Fall 2005

1. Accreditation Planning Retreat/ACCJC – Sept. 8
 2. Train steering committee & standard chairs
 3. Accreditation Retreat/Training – Oct. 6 & 7
 4. Convene Standard Committees
 - a. Begin compilation of information
 - b. Hold discussions
 - c. Identify issues
 - d. Prepare annotated outlines
 5. Continue to gather evidence
-

Winter 2006

1. Design and build accreditation web site for templates, evidence, and documentation
-

Spring 2006

1. Continue Standard Committee meetings
 2. Board of Trustees Annual Planning Meeting – Accreditation Update – March 21
 3. Accreditation Retreat – Apr. 21
 4. May 5 Draft
 5. June 9 Draft
 6. Continue to gather evidence
-

Summer 2006

1. Steering Committee reviews drafts
 2. Continue to gather evidence
-

Fall 2006

1. Standard Committees revise drafts
 2. Steering Committee review drafts and meets twice with each Standard Committee
 3. September 8 Draft
 4. Accreditation Retreat – September 14
 5. October 16 Draft
-

6. Accreditation Retreat – October 19
 7. Final rough draft for editing – December 8
 8. Continue to gather evidence
-

Winter 2007

1. Participate in Academic Senate Accreditation Institute 2007
 2. Edit drafts
 3. Complete recommendation responses
 4. Prepare additional self-study sections
 5. Prepare evidence facility & organize evidence
-

Spring 2007

1. Standard Committees review edited drafts
 2. Drafts available to college community
 3. Accreditation Retreat – March 2
 4. Complete final content draft by April 15
 5. Review of draft by Executive Steering Committee
 6. Final edits to draft
 7. Board of Trustees approval
 8. Continue evidence organization
 9. Chair of the Visiting Team is announced
-

Summer 2007

1. Print self-study
 2. Complete evidence organization
 3. Prepare logistics for ACCJC visit
 4. Mail the self-study to the Commission
 5. Mail the self-study to the Visiting Team
-

Fall 2007

1. Complete ACCJC visit preparations
 2. ACCJC visit
-

Riverside City College

Accreditation Executive Committee

Composed Of

Dr. Jim Buysse, Vice Chancellor, Administration and Finance; Dr. Linda Lacy, Vice Chancellor, Student Services and Operations replaced by Dr. Debbie DiThomas; Dr. Ray Maghroori, Vice Chancellor, Academic Affairs; Dr. Daniel Castro, President, Riverside City College, replaced by Dr. Linda Lacy; Dr. Brenda Davis, President, Norco Campus; Dr. Richard Tworek, President, Moreno Valley Campus replaced by Dr. Irv Hendrick; Kristina Kauffman, Associate Vice Chancellor of Institutional Effectiveness; Sylvia Thomas, Associate Vice Chancellor of Instruction/Special Assistant to RCC President; Glenn Hunt, Interim Dean of Instruction, Riverside, replaced by Virginia McKee-Leone; Dr. Lisa Conyers, Dean of Instruction, Moreno Valley, replaced by Patricia Bufalino; Dean of Instruction, Norco; Virginia McKee-Leone, Academic Senate President replaced by Dr. Richard Mahon; Dr. Sharon Crasnow, Philosophy Faculty; Dr. Arend Flick, English Faculty; Dr. Susan Mills, Mathematics Faculty; Sheila Pisa, Mathematics Faculty; Sheryl Tschetter, English Faculty; Michelle Davila, Classified Staff; Tish Chavez, Confidential Staff

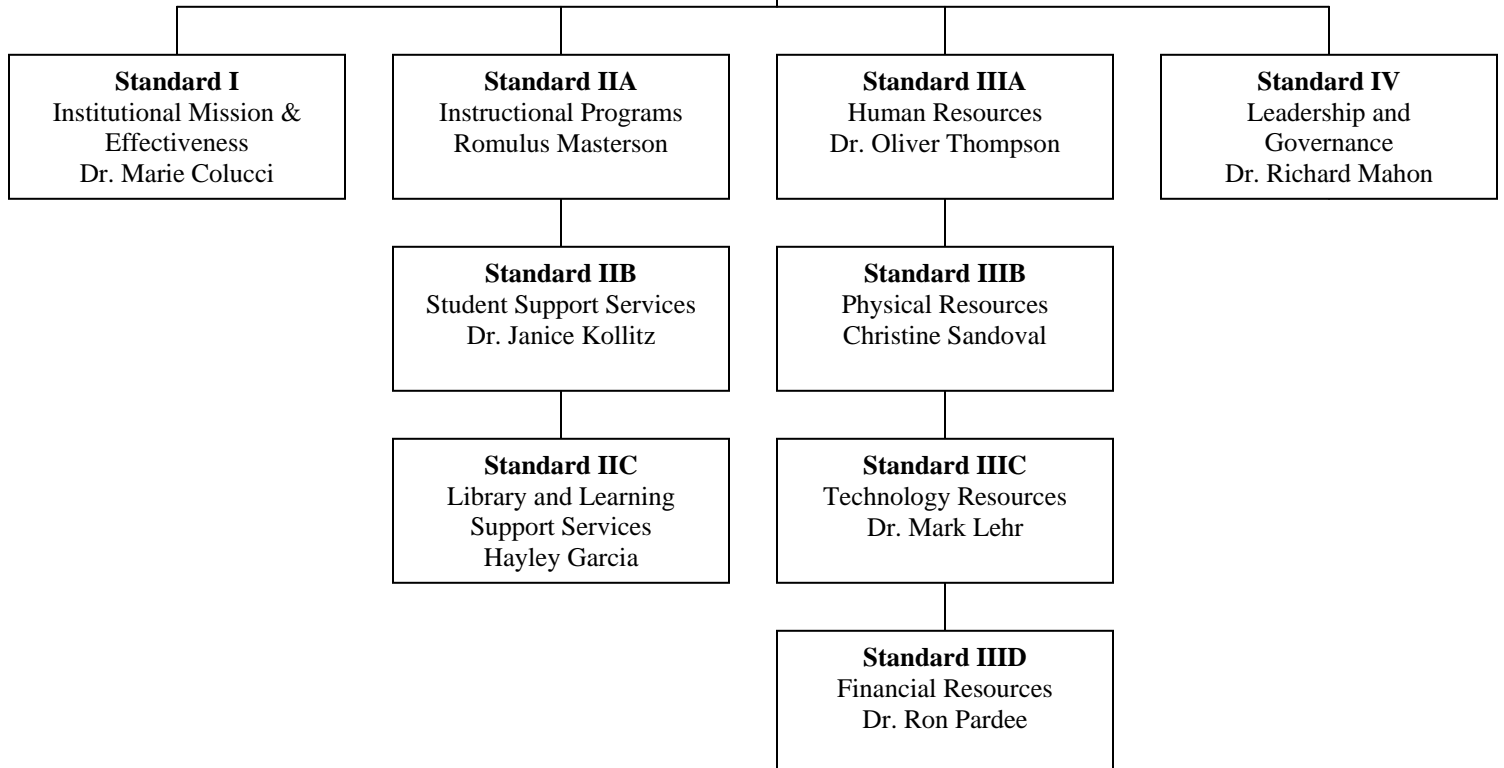
Accreditation Steering Committee

Composed Of

Dr. Tim Brown, English Faculty, Accreditation Liaison Officer; Virginia McKee-Leone, Administration, Dean of Instruction, Co-Chair; Dr. Susan Mills, Mathematics Faculty, Co-Chair, Co-Editor; Dr. Richard Mahon, Humanities Faculty, Academic Senate President, Co-Editor; Monica Delgadillo-Flores, Administration, Dean of Student Services; Terry Keiser, Graphics Technology Faculty; Michelle Davila, Classified Staff, Secretary IV/Outreach; Tish Chavez, Confidential Staff, Administrative Assistant to the President

Office of Academic Affairs

Kristina Kauffman, Associate Vice Chancellor, Institutional Effectiveness, District Resource
Sylvia Thomas, Associate Vice Chancellor, Instruction, District Resource



Responses to Previous Recommendations





Introduction:

When the accreditation team visited the college in March 2001, Riverside Community College District consisted of its original campus in Riverside and its two centers in Moreno Valley and Norco. In January 2005, the Accrediting Commission approved the name change for the main campus from Riverside Community College to Riverside City College, its previous name, in anticipation of the two centers' move to college status. In fact historically, the Riverside Community College District and Riverside City College were essentially the same institution. Riverside City College spawned the other two campuses and provided, initially, the administrative support services for the two centers. Many of the administrators served the district, including the two centers, from the Riverside City campus. The Vice Chancellor of Academic Affairs actually functioned as the unofficial provost of the City campus. Now that Norco and Moreno Valley are seeking separate college status, they have established the support services needed for independent accreditation. The responses that follow reflect the previous dual role of Riverside City College as both district and separate college, but also reflect Riverside City College's efforts to answer the recommendations.

Recommendation 1:

The team recommends that Riverside Community College proceed with its plan to “establish a process for regular review and . . . revision of the mission statement” to better guide planning and to recognize the unique aspects of the District’s emerging three-college status. (Standards 1.3, 1.4)

When the visiting accreditation team made its recommendation, the district's mission statement was Riverside City's and shared by the other two campuses. To address the recommendation, the City campus began the process of rethinking its unique mission as part of a three-college district. A group of faculty, staff, and administrators began working under the aegis of the Riverside Strategic Planning Committee in the 2004-05 academic year to draft a Riverside-specific mission statement. Several meetings took place and multiple drafts were presented to the committee for review. Other bodies on campus, including the Academic Planning Council and the Academic Senate, reviewed drafts of the mission statement prior to its final review by the Strategic Planning Committee. On March 16, 2006, the Riverside Strategic Planning Committee approved and forwarded the following mission statement:

"Riverside City College empowers a diverse community of learners toward individual

achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities."

This statement was reviewed and approved by the Strategic Planning Executive Committee (a district-wide governance committee) on May 16, 2006, and forwarded to the Board of Trustees for review. The Board reviewed and approved the Mission Statement on June 20, 2006.

As the ad hoc committee on the mission statement was doing its work, the Strategic Planning Committee coalesced into its current form, where the subcommittee structure mirrors the 2002 ACCJC Accreditation Standards. Thus the first of the Strategic Planning subcommittees is charged with overseeing "Institutional Mission & Effectiveness." The initial charge to the committee is as follows:

- To promote awareness of the College's Mission statement and its alignment with all aspects of the college community
- To ensure student learning is at the center in all decisions and actions
- To promote the use of quantitative and qualitative data in evaluating and improving all aspects of college services.
- To review completed discipline program reviews and departmental plans with regard to their alignment with college mission
- To examine how academic and student services plans integrate to support student learning.

The Institutional Mission & Effectiveness subcommittee has as part of its initial work the task of translating the college's mission statement into institutional vision and goals which can guide the work of the other subcommittees of the Strategic Planning Committee. Also, while a formal process for reviewing and refining the mission statement has not been established by this subcommittee, as part of its ongoing work, it will regularly review the mission statement as it completes its initial charge.

When the Board of Trustees adopted the Riverside Community College District Strategic Initiatives, 2005-2010, it set district-wide targets for retention, success, persistence, and completion. These initiatives have been reviewed by (among others) the Academic Planning Council, and the Academic Senate. Riverside City College's Strategic Planning Committee has, as one of its major aims, the responsibility of connecting the broad goals of the Strategic Initiatives to the mission and to the specific planning processes of the college.

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 resource planning (3.B.3, 4.B.1, 8.5, 10.A.3), provide for involvement of faculty, staff, and students and effectively involve all three campuses (3.B1, 10.B.6, 10.B.9, 10.B.10). The planning process should utilize information from program reviews (3.A.4, 3.B.2, 4.D.1, 4.D.6), more closely integrate college planning and budgeting processes (3.B.1, 9.A.1), and include regular evaluation and reporting of institutional outcomes (3.A.3, 3.C.1, 3.C.2).

Prior to the 2000-2001 self-study process, the district had planning and program review activities in place, but they were not fully integrated across all 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 that integrates planning procedures and relies on program review for information.¹ The RCCD Board of Trustees adopted the Curriculum-Centered Strategic Planning Model (CCSPM)² on March 7, 2002, that provides the framework for an on-going planning process centered on curriculum and reviewed against institutional outcomes and performance. Prior to its adoption, the former Vice President of Planning and Development introduced the proposed plan at a variety of faculty, administrative, and staff retreats, and individuals had the opportunities to offer input and reach consensus about the plan. The CCSPM provided the blueprint for developing and implementing planning processes within the district.

The CCSPM consists of five interlocking parts: identifying and defining key performance indicators, providing details for a learner-centered curriculum architecture, conducting an environmental scan, engaging in continuous self-study, and developing and implementing an action plan.³

Central to this model is the Learner-Centered Curriculum Framework (LCCF)⁴ which drives

planning processes in scanning, self-study, and evaluation. The LCCF has seven components to ensure curriculum fulfills the institutional mission and responsibilities. These seven include understanding learner populations; determining learner objectives; evaluating learning provider models; integrating learning theory, methods, and principles; ensuring the curriculum architecture provides a full range of programs and approaches; synthesizing curriculum configurations to meet learner needs; and providing services for learners.⁵

From the Board's adoption of the CCSPM in 2002 until fall 2004, the district developed the framework of planning principles, processes, and structures needed to implement the CCSPM in a three-college district. The Strategic Planning Executive Committee (SPEC) began meeting on October 12, 2001. The SPEC's membership consists of administrators and faculty leaders from the district and colleges. As mentioned in the Midterm Report, the SPEC has met regularly from its inception and is now referred to as the District Strategic Planning Committee. The SPEC has participated in the evolution of the strategic planning process and has approved all revisions to this process.

To facilitate the implementation of the CCSPM, several foundational tasks were required. First, it was necessary to develop and define the components of the new three-college system and their respective functions.

Initially, these issues were discussed in semi-annual district-wide retreats attended by all college constituencies. Subsequently, temporary committees continued the discussions and made recommendations in areas including planning, organization, curriculum governance, and entity relationships.

Based on this work, the SPEC drafted a set of overarching principles to guide the planning process in the emerging three-college district. These planning principles were approved by the SPEC on April 9, 2004.⁶

After approving the basic principles, the SPEC created and published the *Riverside Community College District Strategic Plan, 2003-2004*.⁷ The strategic plan, structured around eleven strategies, guides the district's efforts to achieve its vision and to fulfill its responsibility to the communities it serves. The eleven strategies are as follows:

- Learner-Centered Curriculum and Culture
- Continuous Curriculum Centered Strategic Planning
- College and Campuses of our Communities
- Evolution to Three Colleges
- Communication
- Effectiveness
- Strategic Enrollment Management
- Technology
- Human Resource Development
- Infrastructure
- Resource Development.

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

To develop the organizational structures, standard operating procedures, and processes,

the district formed several committees to promote dialogue, develop processes, and align actions within and across the district's organizational entities:

- The Program Review Committee makes recommendations on the program review process; serves as a resource to entities developing self-studies; and reviews and recommends approval of program review submissions.
- The District Assessment Committee facilitates the development and implementation of a comprehensive assessment plan.
- The Academic Planning Councils (department chairs and deans) synthesize departmental plans and make academic planning recommendations to the college/campuses' strategic planning committees.
- College Strategic Planning Committees integrate various aspects of planning, including human, technology, physical, and financial resources, with academic and student services plans.

To ensure that the planning committees have up-to-date and reliable data, the district created a position of Data Warehouse Manager. (The position has since migrated to Dean/Director, Institutional Reporting and Academic Services.) With these constituencies working together, the district has effectively integrated strategic planning with program review by providing the data necessary for decision making. Currently, the Office of Institutional Effectiveness has streamlined the dissemination of information and data needed for effective strategic planning. The streamlined process includes a detailed website with extensive information and regular reporting of data to constituencies, such as disciplines engaged in program review.

In March 2002, the Board of Trustees adopted a resolution to seek independent college status for the Norco and Moreno Valley centers and communicated its intent to the Board of Governors, the Chancellor's Office, and the Commission on Post-secondary Education (CPEC). Additionally, in December 2002, the Board of Trustees adopted the principle of one curriculum-one student contract. During this transitional period, strategic planning has been used to examine and propose changes to the district's planning, organizational, entity, and governance architectures. Still forthcoming will be the development, by each of the individual colleges, of educational master plans consisting of academic (previously completed), facilities, and student services master plans that are consistent with the Learner-Centered Curriculum Framework.

In response to the Commission's recommendation to make the strategic planning process widely known, strategic planning documents are available at <http://www.rcc.edu/administration/academicAffairs/>. This website can be accessed by anyone in the college community, and documents can be downloaded for further review. An additional internal data site, <http://iereports.rcc.edu/sv/home>, provides resources for enrollment management.

In response to Recommendation 2, the new program review process incorporates elements of strategic planning and creates a regular evaluation and revision of student learning outcomes and analyzes information gained from course and program assessments. In fact, the review process requires all disciplines to update the course outlines of record and to review and, if necessary, revise the student learning outcomes. Institutional information about student demography and learning success informs the reviews and helps department chairs, faculty, and administrators structure programs and course offerings to

meet students' needs. The review process constructs an environment for internal dialogue within the instructional units (disciplines) and requires disciplines to clarify and achieve their goals within the overall context of the district's and college's mission, vision, and strategic goals. In addition, the process strengthens programs within and across instructional units; foster improvement and self-determination within instructional units; reinforce links between instructional units, institutional goals, and strategic planning; fortify the bonds within the college community and foster cooperation among instructional and non-instructional units; provide systematic feedback on student learning; generate continuous and ongoing dialogue about how student learning can be enhanced through program and service improvements; and assist in achieving the best use of institutional resources.

A detailed description of the instructional program review process is found in the *Instructional Program Review Self-Study Resource Guide*, September 2006.⁸

The Associate Vice Chancellor, Institutional Effectiveness, the District Outcomes Assessment Coordinator, and the co-chairs of the Program Review Committee (PRC) provide the support and guidance for the process. The PRC has members representing administration and faculty from the three campuses. Using the format developed by the PRC, all academic disciplines, district-wide groups representing all three campuses, engage in the four-year comprehensive cycle of program review. By spring 2007, the vast majority of disciplines will have completed the first cycle of comprehensive program review. A few disciplines are in the final stages of completing the process, while some disciplines are beginning the second round of review. Student Services completes an annual program review that is recognized as an

exemplary model throughout the state, particularly for its use of student learning outcomes (SLOs) and service area outcomes (SAOs). The PRC has approved an annual Administrative Unit Program Review process for all non-instructional service areas and the first report in September 1, 2007.

The District Assessment Committee (DAC) hosted an assessment workshop on course-embedded assessment techniques in September 2002 and another workshop providing an overview of assessment and institutional strategies for developing assessment processes in December 2002. On February 11, 2005, RCCD organized a full-day in-service program on learning assessment that was offered by the Research and Planning Group of the California Community Colleges, in collaboration with the California Assessment Institute.

Six course-based assessment projects were successfully developed and implemented. Disciplines, such as English and mathematics, are expanding their original course-based assessment projects with further assessment work as a part of program review activities. Guidelines for the development of assessment plans are available for disciplines going through program review.⁹ The District Assessment Committee reviews and comments on all assessment plans developed during program review. In spring 2004 in and spring 2006, the district administered the Community College Student Experiences Questionnaire (CCSEQ) to provide indirect measures of student learning. Over a two-year period, the DAC drafted and refined general education student learning outcomes. These outcomes have been shared and discussed in many venues, including Academic and Student Senate meetings, discipline meetings, and faculty workshops. A committee consisting of representatives from each discipline and co-chaired by the District

Outcomes Assessment Coordinator and Riverside Academic Senate President is currently working on the alignment of courses and the general education outcomes. The educational component of assessment is ongoing; assessment workshops are held with faculty in disciplines undergoing program review. Background materials on DAC's activities are found at <http://academic.rccd.edu/dac/> and details of RCCD's assessment work can be found in the document, *Assessing Student Learning Outcomes: Riverside Community College District*.¹⁰

In spring 2004, the district refined an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data for decision-making and links program review, assessment, and academic planning with strategic planning.

During program review, units examine how their programs align with the college's and district's missions, review their history and curriculum, determine future plans and needs, and develop a student learning outcomes assessment plan. To maintain one common core curriculum across the district, disciplines, which typically have representation that may extend across the district, perform program review. The district does not utilize the traditional division structure common to many California community colleges, but instead is organized into a departmental structure. Departments, which may consist of more than one discipline, synthesize discipline program reviews into departmental plans. In addition, as part of the planning process, individual college-based disciplines within departments perform an annual program review focused on student learning outcomes, assessment, and resource needs; hence, budgeting processes are more closely integrated with planning. The

district has adopted a strategic planning model that incorporates budget allocation processes, and individual colleges have implemented the plan. The Academic Planning Council reviews instructional departments' plans and consolidates them into an Academic Master Plan (AMP).¹¹ The AMP is presented to the Academic Senate. The Strategic Planning Committee then considers and utilizes the AMP to ensure the AMP's integration with student services and human, financial, technology, and physical resources planning. The District Strategic Planning Committee synthesizes plans with the district's Strategic Plan. This process has been continuously refined since its development.

Riverside City College has tailored the district model to its particular culture and needs. In spring 2004, the Riverside City College Strategic Planning Committee (SPC) was formed from the former Riverside City Site Committee and began meeting.¹² The SPC is charged with developing and maintaining the strategic plan, goals, vision, and processes for planning and budgeting. The President (now Chancellor) of the district, in collaboration with the Academic Senate President, appointed the initial membership. In keeping with the recommendations made by the accreditation team of 2001, committee members were selected to ensure broad participation of faculty, staff, administration, and students. The committee meets monthly during the academic year and is co-chaired by the college President and a faculty member. Since spring 2004 the SPC continued its evolution, and in spring 2007, the college formalized this committee's composition, written by-laws, standard operating procedures, and functions.

In fall 2004, the RCC SPC members self-selected subcommittees on which to serve. The subcommittee assignments were approved at the November 11, 2004, SPC meeting.¹³

The SPC subcommittees aligned with the revised accreditation standards. In addition, the organization and work of the subcommittees integrate educational, financial, facilities, and human resource planning. The current subcommittee configuration is as follows:

- Institutional Mission and Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources
- Leadership and Governance.

The charges for all subcommittees are included in the SPC Bylaws.¹⁴ The Riverside City College SPC provides recommendations to the District Strategic Planning Committee regarding college-specific initiatives.

In spring 2006, the RCC Academic Senate formalized the appointment of SPC faculty members and initiated changes to enhance communication and integration of college processes. These changes involved adding several voting members to the Senate body. Specifically, those included the faculty chairs of the Strategic Planning Committee, Academic Planning Council, and Accreditation Steering Committee. At Academic Senate meetings, these faculty representatives report regularly on the activities of their committees and interface with the work of the Senate.

Additional information on the Strategic Planning Committee can be found at the web site, http://www.rcc.edu/administration/academicaffairs/effectiveness/planning_riv.cfm.

Riverside City College regularly evaluates and reports outcomes. Internally, as part of the annual program review process, all college-wide disciplines within departments receive data from the Office of Institutional Research. These data include retention, persistence, and successful completion statistics and are often disaggregated by course, gender, ethnicity, and enrollment status.

As disciplines assess student learning outcomes, documented results are made available within the discipline. These data lead to discussions of possible modifications of curriculum and pedagogies with the intent of improving student learning.

Externally, the Academic Affairs offices of Institutional Research, Institutional Reporting/Academic Services and Instruction provide many reports to the State of California, State Chancellor's Office, ACCJC, and to the federal government. The Office of Institutional Reporting/Research publishes a *Fact Book*, which contains information on RCC and the success of its students.

¹ *Riverside Community College District Strategic Planning Process Update*, September 2004

² Curriculum-Centered Strategic Planning Model, Dolence and Associates

³ <http://www.mgdolence.com/resources/ccspm>

⁴ Learner-Centered Curriculum Framework, Dolence and Associates

⁵ <http://www.mgdolence.com/resources/ccspm/1cca>

⁶ *RCCD's Entity Planning Principles*, April 9, 2004

⁷ *Riverside Community College District Strategic Plan, 2003-2004*

⁸ *Instructional Program Review Self-Study Resource Guide*, September, 2006

⁹ *Developing and Implementing a Discipline Assessment Plan*

¹⁰ *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006

¹¹ *Academic Master Plan, 2005-2010*

¹² Strategic Planning Committee February 26, 2004 Meeting Minutes

¹³ Strategic Planning Committee November 11, 2004 Meeting Minutes

¹⁴ *Riverside City College Strategic Planning Committee Constitution & Bylaws*

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 (4.B.2, 4.B.3, 4.D.5, 4.D.6, 4.D.7).

As described in the March 1, 2004 Midterm Accreditation Report, the Riverside Community College District took very prompt action in responding to Recommendation 3 of the 2001 visiting team. Recommendation 3 focused on (1) regular review and updating of course outlines, (2) separate review and approval of distance education courses, and (3) the proper establishing of course sequences, especially prerequisites, co-requisites, advisories and limitations on enrollment.

During the 2000-01 academic year, the Curriculum Committee established the Prerequisite, Co-requisite, Advisory and Limitation on Enrollment (PCAL) Committee, which works with individual faculty members and academic disciplines to implement district policy in these areas. The committee works both to make sure that all limitations on enrollment are warranted and to help faculty gather the data to assess the legitimacy of requests for limitations on enrollment.

Prior to the 2001 site visit, departments sent the Curriculum Committee informational memos simply announcing their intent to offer specific courses in distance education delivery modes (both telecourses and fully online courses). Immediately after receiving Recommendation 3, the Curriculum Committee established an ad hoc subcommittee to review its distance education approval process. That committee recommended a procedure (and form) for approval of distance education course proposals that included separate Curriculum Committee action. Separate review and approval began in spring 2002. Since then, all

new or existing course proposals using distance education delivery have been reviewed and separately approved by the Curriculum Committee. For older courses, the Curriculum Committee elected to review and update distance education approval as disciplines across the district updated their course outlines of record as part of the program review process.

The current program review process began in the 2000-01 academic year with several disciplines (English, math, philosophy, etc.) piloting the new procedure that includes a comprehensive review and updating of all course outlines as a central component of the process. Presently, nearly all disciplines have completed the comprehensive program review process. As a result, their course outlines have been converted to electronic format and should now be current. The remaining few disciplines that have not completed the process are currently in the final stages of completion.

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

Board Policy 7120 (formerly BP 3099/4099), "Recruitment and Hiring," delineates specific hiring practices for classified, full-time faculty, and administrators. The new Regulations for Board Policy 7120 were approved by the Board on May 15, 2007. The specific policy for hiring part-time faculty is delineated in the Agreement between the District and the RCC Chapter, CTA/CCA/NEA Appendix F, Departmental Operations, number 6, p.82. An agreement between the Academic Senate and the District outlines the process for hiring Temporary/Casual Long-Term Faculty Assignments and has been in place since at least the mid 1990s.

As a result of the self-study and visitation by WASC in March 2001, the Office of Human Resources and the Academic Senate formed a committee to review hiring policies, procedures, and practices for faculty. Initially chaired by the Associate Vice Chancellor, Human Resources, and later co-chaired by the Dean of Faculty and a representative from the Academic Senate, the task force examined three areas: enlarging candidate pools to ensure diversity, following procedures set by policy, and delineating the role of department chairs and the respective discipline representatives in the hiring process. The group also worked at developing consensus on issues related to the unique needs of the three campuses, and the role each plays in the process. The connections of the hiring process to strategic planning and program review were also explored and continue to be modified. In addition, drafting a revised policy and procedure statement has taken into

consideration changes made in Title 5, California Code of Regulations

An agreed-upon draft plan for Tenure Track Faculty Hiring was completed in October 2003 and has been used to implement the Regulations in Board Policy 7120. It provides a means for the individual campuses to hire full-time faculty and addresses the reality of a three-college structure. The 2003 draft has undergone additional revisions to reflect current organizational structure and was approved by both the District Academic Senate and the District Strategic Planning Committee. Subsequently, the Hiring Plan for Full Time Faculty was presented to the Board of Trustees on June 20, 2006, to supplement and add implementation detail to Board Policy.

Board policy and regulations have been adopted that ensure fairness in hiring practices for all categories of employees. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Brochures and recruiting announcements containing job descriptions, duties and responsibilities, qualifications, conditions of employment, and application procedures with deadlines are published for all available positions. The Diversity and Human Resources Department maintains a file of part-time faculty interest cards and applications. Any potential candidate, who has completed only an interest card, is asked to complete an application if the department requests additional information on that individual. The request is made when there is an available position. If there is an insufficient number of

applications on file, and if requested by the department chairs, the Office of Diversity and Human Resources will advertise for the discipline in an effort to expand the pool of potential part-time faculty. All faculty applicants must meet the minimum qualifications in accordance with the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. When needed, an equivalency may be granted for applicants. Equivalency is conferred by a committee of three faculty members in the discipline, or closely related discipline; one member is appointed by the Academic Senate President, another appointed by the department chair of the requesting department, and the third appointment by the Vice Chancellor of Academic Affairs, or his/her designee. Interim faculty are hired using the Temporary/Casual Long-Term Faculty Agreement and undergo the same evaluation process as contract faculty.

All written hiring and evaluation procedures for both full-time and part-time faculty, classified staff and management are followed consistently. Regular (tenured) faculty are evaluated once every three years, in the spring semester, as described in the CTA Contract. Contract faculty (tenure track) are evaluated on a yearly basis, during the fall semester, with a follow-up in the spring semester, until tenure is attained, typically following the fourth year of full-time teaching. The scope of evaluation is consistent for all faculty, regardless of whether they are full-time or part-time as contractually mandated.

Part-time faculty are evaluated during their first, third, and fifth term of hire, and every three years, thereafter. The purpose of the evaluation is to ensure subject matter expertise, adherence to the course outlines of record, and inclusion of SLOs consistent with course outline of record in course syllabi. After the formal review is complete, the

faculty member signs the evaluation. The Dean of Instruction reviews the evaluation and forwards it to the Diversity and Human Resources Office where it becomes part of the instructor's permanent file.

The Dean of Faculty, now the Associate Vice Chancellor of Institutional Effectiveness, provides the list of faculty, both full-time (regular and contract) and part-time, who are to be evaluated during any given semester, to the Deans of Instruction on each campus. A data base maintains the files of faculty who have been evaluated, and the list of those who are to be evaluated. Standardization of the evaluation process in 2002 for both fulltime and part-time faculty helped to ensure that there was consistency in the process, regardless of the department or discipline, with the procedure clearly delineated in the CTA Contract. Academic administrators participate in all full-time faculty evaluations. The selection of committee members for the evaluation process follows the contractual mandate. Standard forms are used across the District and strict timelines for evaluation are followed.

At the completion of the evaluation process, a recommendation by the committee is forwarded to the office of the Associate Vice Chancellor of Institutional Effectiveness for review and ultimately to Human Resources.

Guidelines for evaluating staff, both classified and confidential, (full-time and part-time) are defined in the CSEA contract. Permanent employees receive a written evaluation once each year unless otherwise stated and agreed upon per contract language, which normally occurs during the month of the employee's anniversary date. Probationary employees receive written evaluations at the end of the second month and every third month thereafter during the nine-month probationary period. Promoted employees receive written

evaluations at the end of the second and fifth months in their new positions.

Management employees are formally evaluated at least once each year for the first two-year period. Subsequently, managers undergo formal evaluations at least once every three years. The evaluation, conducted in accordance with the Management Performance Evaluation Process, is described in the *Management Handbook*. This evaluation process includes the purpose and frequency of evaluation, criteria to be used, standard forms, and complaint procedures. The evaluation includes the development of goals to be accomplished, a check list of indicators that are ranked according to performance by reviewers (comments are encouraged), a self-evaluation narrative written by the manager, and a performance evaluation submitted by the supervisor. Managers who hold interim appointments are not evaluated during the interim period.

Clearly much progress has been made in the past six years. Policies and procedures are now in place to ensure that fairness and consistency are integral to the hiring of all personnel and that standardized and timely evaluation of all employees occurs.

Recommendation 5:

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

After lengthy discussion begun in spring 2002, the Board of Trustees adopted a proposal for self assessment, Board Policy 1044, Self-Assessment Process on October 15, 2002. The policy recognizes that the Board “has a public trust...to meet the learning needs of those who might benefit from Riverside Community College programs in the communities it serves.” On May 15, 2007, the Trustees approved a revision and update to BP 1044, now BP 2745, Board Self-Evaluation.

To assess its effectiveness in meeting its responsibilities, the Board of Trustees adopted a board effectiveness approach to guide the process of self assessment, consisting of four key principles – learner centeredness, continuous assessment, evidence-based assessment, and a commitment to act.

To further improve its effectiveness, the Board consulted with David Viar, Chief Executive Officer, Community College League of California on April 25, 2005. David Viar facilitated a discussion and review of the Board’s current practices and policies. He attended a special Board meeting in May 2005 to continue the discussion and development of a Code of Ethics, which the Trustees adopted in August 2005. The Board has continued to review its policies and procedures on a regular basis.

Standard I





Standard I: Institutional Mission and Effectiveness

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Standard I: Institutional Mission and Effectiveness

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

The Riverside City College mission, approved on June 20, 2006 by the Board of Trustees, underscores the educational focus of the college. The mission statement is as follows:

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

The college’s mission is aligned with that of the Riverside Community College District (RCCD) which reads, “The Riverside Community College District is an accessible, comprehensive community college committed to providing an affordable post-secondary education, including student services and community services, to a diverse student body. The District provides transfer courses equivalent to the first two years of university offerings, pre-professional, career preparation, and occupational and technical programs leading to the associate of arts degree, the associate of science degree, and a variety of certificates. In the tradition of general education, the liberal arts and sciences and the occupational and technical

programs prepare students for intellectual and cultural awareness, critical and independent thought, and self-reliance. Consistent with its responsibility to assist those who can benefit from post-secondary education, the District provides pre-college, tutorial, and supplemental instruction for under-prepared students. The District works in partnership with other educational institutions, business, industry, and community groups to enhance the quality of life and the needs of the communities it serves. The District serves Western Riverside County through three interrelated campuses in the cities of Riverside, Norco and Corona, and Moreno Valley.”¹

Using a detailed and inclusive process,² the Riverside City College Strategic Planning Committee (SPC) spearheaded the development of the college mission statement. Many internal constituencies discussed the statement which emphasizes student learning, focusing on programs, services, and opportunities that foster individual achievement, success, and lifelong learning. The mission statement is communicated through a variety of means, including the schedule of classes, district website, back of business cards, and 2007-08 district catalog.

In spring 2004, the district refined an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses both quantitative and qualitative data to inform the decision-making process and links assessment, program review, and academic planning to strategic planning.

The current four-year cycle of comprehensive program review was introduced in spring 2004 and has been

refined since its development. Academic disciplines, which typically have membership that extends across the district, conduct program review. During this process, units examine the alignment of their programs with the missions of the college and district, review data and historical information, revise and/or update curriculum, formulate future plans, identify resource needs and develop assessment plans. Student Services conducts an annual program review process.

The college does not utilize the traditional division structure common to many California community colleges, but instead is organized into nineteen departments, most of which consist of more than one discipline. The departments synthesize the comprehensive discipline program reviews into departmental plans. The Academic Planning Council (APC, college department chairs/deans) reviews the instructional departments' plans and consolidates them into an Academic Master Plan.³ The Academic Senate reviews the Academic Master Plan. The Strategic Planning Committee (SPC) then considers the Academic Master Plan and ensures that it integrates future department plans with student services, human, physical, technology, and financial resource planning. The district Strategic Planning Executive Committee (SPEC) synthesizes the plans with the district's Strategic Plan.⁴

Riverside City College has tailored this model to its particular culture and needs. In spring 2004, the Strategic Planning Committee (SPC) was formed from the former Riverside City College Site Committee.⁵ The President (now Chancellor) of the district, in collaboration with the Academic Senate President, appointed the initial membership. Committee members were selected to ensure broad participation of

faculty, staff, administration, and students. The committee meets monthly during the academic year and is co-chaired by the college President and the faculty chair of the APC. Since 2004, this committee's composition, by-laws and functions have been subject to ongoing improvement. The committee reviews requests from multiple constituencies and monitors physical resources.

In fall 2004, the SPC members self-selected subcommittees on which to serve. The subcommittee assignments were approved at the November 11, 2004, Strategic Planning Committee meeting.⁶ The subcommittees are aligned with the revised accreditation standards. The organization and work of the subcommittees is intended to facilitate the integration of educational plans with institutional mission, student support services and resource planning. The current subcommittee configuration is as follows:

- 1) Institutional Mission and Effectiveness,
- 2) Instructional Programs,
- 3) Student Support Services,
- 4) Library and Learning Support Services,
- 5) Human Resources,
- 6) Physical Resources,
- 7) Technology Resources,
- 8) Financial Resources, and
- 9) Leadership and Governance.

On March 1, 2007, the SPC approved governing by-laws, operating procedures, and processes for committee appointment in consultation with the Academic Senate, CSEA, Student Senate and college administration. The SPC provides recommendations to the district Strategic Planning Executive Committee (SPEC) regarding college-specific resources, facilities, projects and programs.

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.

Descriptive Summary

Riverside City College strives to serve its diverse student population with programs, services, and opportunities that foster individual achievement, success, and lifelong learning. As of fall 2006, the district had an approximate total unduplicated headcount of 31,774 of which 17,667 students are enrolled in at least one course at RCC, which represents about 55.6% of the total population. The student population is 34.75% Hispanic, 35.14% White, 10.87% African-American, 6.37% Asian, and the balance is distributed among various ethnic groups. As a result, the college is identified as a Hispanic and Minority Serving Institution (HSI and MSI).⁷

The college provides coursework, which in many cases has clearly defined articulation agreements for transfer-readiness, a wide array of degree and certificate programs, and specialized programs with a career or vocational emphasis. The college also provides orientation, assessment, and counseling along with comprehensive services to meet student needs.⁸ Since the college reflects state and national trends in the

number of students that need additional remediation,⁹ it offers developmental and pre-collegiate coursework to prepare students for college-level work.

Additionally, the diverse population of learners is served through innovative programs and services like Workforce Preparation, modular courses in basic skills, Title V learning communities, the Honors Program, Fast Track, Evening College, Rubidoux Early College High School, the modular (redesign) mathematics courses, Puente, and Ujima.¹⁰ These approaches incorporate flexible scheduling, and alternative teaching and learning strategies.

The alignment of programs and services with the institution's mission, character, and student population is examined as programs undergo program review. In both the instructional¹¹ and student services¹² program reviews, college units are asked to describe how programs align with the mission and vision of the institution. In the instructional and student services self-studies, units review the environmental scan and the congruence of programs with the needs and goals of the student population. For new programs, the proposal process requires a review of the program's alignment with both the institutional mission and employer/student needs.¹³

Self Evaluation

The standard is met. The last comprehensive environmental scan was conducted in 2002.¹⁴ The Inland Empire has grown rapidly since the last accreditation; the population has increased and the student population has changed. As a result, the college has engaged a consultant to update its environmental scan. The process began in

December 2006, with the initial data gathering in January 2007 and the findings and conclusions finalized in summer 2007. The work plan included:

- Updating the scan and enrollment analysis conducted for the district in 2000-01 (accepted by Board in 2002)
- Providing an objective long-range view of needs for each of the college's service area communities
- Helping the college and the district develop and refine strategies for enrollment management, programming and delivery-emphasizing program balance and the emerging area needs for training in specific skills, such as logistics, hospitality, finance and health, among others.¹⁵

The process helps to ensure that student needs are being identified and programs are being developed/revised to meet the community's needs.

Riverside City College establishes student learning programs and services aligned with its purposes, character, and student population. Through program review, programs and services are reviewed on a regular basis to determine how well they are meeting student, community, and employer needs. With the assistance of the offices of Institutional Research and Effectiveness in developing cut-scores and reviewing previous placement data, the institution is constantly searching for ways to better serve students. Although RCC does not have mandatory placement, it does require assessment testing for all first-time college students and enforces placement using any limitations on enrollment which may apply. As an initial step in addressing the issue of

student preparation, RCC assesses the academic skills of incoming students and then encourages the students to take advantage of appropriate classes in English, mathematics, and/or reading through traditional coursework or as part of an innovative program such as the Title V learning communities, Workforce Preparation or the modular mathematics project. To support students, RCC has augmented its tutorial program which is designed to increase student success in a variety of academic classes with one-to-one tutoring, group tutoring and supplemental instruction. Several disciplines have implemented their own remedial processes, support and tutoring (English, ESL, math, and reading).

Through ongoing data analysis of student retention and persistence, the college continues to pursue grant opportunities to fund innovative programs and establish partnerships with local institutions in order to enhance student access and provide a smooth transition from high school to college and on to four-year colleges and universities. One of these programs is the Rubidoux Early College High School (RECHS). The program, a partnership with Jurupa Unified School District enrolls high school juniors and seniors in a combination of high school and college curricula enabling students to complete their high school graduation requirements while simultaneously earning college credit.¹⁶

Despite current efforts, significant numbers of students who come to RCC with inadequate skills for success in college-level courses do not make satisfactory progress toward their goals. Retention and persistence rates attest to this.¹⁷ What does not exist is a comprehensive and integrated process by

which students who arrive unprepared for college-level studies can become prepared and succeed. In order to increase the rate of success of the under-prepared student population, RCC will evaluate existing efforts at remediation in order to identify those which are both educationally sound and cost effective. The Developmental Education Committee is charged with creating a college-wide effort to address developmental education students' needs, rather than relying solely on the efforts of individual faculty members and disciplines.¹⁸ The college will expand on its successful classes and programs and will continue efforts to develop new and innovative programs aimed at increasing student success. A college-wide effort will be made to develop an integrated and comprehensive approach to remediation of basic academic skills.

Planning Agenda

- Analyze and use data from Environmental Scan in program review and design of new programs and curriculum
- Evaluate current remediation efforts in preparing students for success
- Develop an integrated and comprehensive approach to remediation

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

At the December 16, 2004 Strategic Planning Committee meeting,¹⁹ the committee voted to establish an ad-hoc subcommittee to develop the mission statement.²⁰ The ad-hoc committee

designed a process that included faculty, staff, administration, students, and the community in the discussion and formulation of a mission statement.²¹ On March 16, 2006, drafts of the mission statement for Riverside City College went to the Strategic Planning Committee (SPC) for feedback and final vote.²² At the March 21, 2006 Board of Trustees Planning Retreat, the SPC-recommended draft of the Riverside City College Mission Statement was presented to the Board of Trustees for review and comment.²³ Following the Board's review, the SPC consulted with the Student Senate, Academic Senate, classified and confidential employees, managers and administrators, and all academic and non-academic departments for additional suggestions or revisions.²⁴ No revisions were made. The district Strategic Planning Executive Committee approved the Riverside City College mission statement at its June 2, 2006 meeting.²⁵ The Board of Trustees subsequently approved the Riverside City College mission statement at its June 20, 2006 meeting.²⁶ Currently, the Riverside City College mission statement is published in the Faculty Survival Guide, the schedule of classes, the district catalog, other publications, and it appears on the college web site. The SPC will review the mission statement on an on-going basis for alignment with student needs and institutional effectiveness. It will also be reviewed and approved by the Board of Trustees on an annual basis.

Self Evaluation

This standard is met.

Planning Agenda

- None needed

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.

Descriptive Summary

Prior to the Strategic Planning Committee developing a Riverside City College mission statement and mission statement review process, the college operated under the district mission statement, which was approved annually by the Board of Trustees. The Strategic Planning Committee (SPC) began the process of developing goals with its initial discussion of the strategic initiatives (see Standard IB.2). As the dialogue on the college's goals continues, the SPC will establish a timetable and mechanism for ongoing review and revision of the mission statement to ensure congruence with learner needs and institutional goals and effectiveness.

Self Evaluation

This standard is met. The Board of Trustees approved the Riverside City College mission statement on June 20, 2006. As a next step, the Institutional Mission and Effectiveness subcommittee of the SPC will facilitate and initiate the development of a review/revision process. Riverside City College has the infrastructure established to address this standard.

Planning Agenda

- Institutionalize mission statement review process

I.A.4. The institution's mission is central to institutional planning and decision-making.

Descriptive Summary

In spring 2004, the district refined a planning process that reconfirmed the mission of student learning as central to planning and decision-making. Riverside City College has tailored this model to its particular culture and needs. This process links program review, assessment, and academic planning with strategic planning.²⁷

As described in Standard IA.1, during program review, college units examine the alignment of programs with institutional mission. Similarly, new programs must align with the college's mission. Instructional program review requires a close review of curriculum and development of an assessment plan. To aid in maintaining a core curriculum across the district, disciplines, which in most cases are represented across the district, perform program review. Departments, which may consist of more than one discipline, synthesize discipline program reviews into departmental plans. In addition, the campus-based disciplines perform an annual program review. These are forwarded to the Office of Institutional Effectiveness which uses the reviews to inform administrative program reviews of service needs in areas such as research and marketing. They are also sent to the appropriate department chairs who utilize the information in formulating annual resource requests and updating academic master plans (AMP) as needed.

The annual program review is a new process and as a result, RCC is discussing

the manner in which it will formalize the analysis of these reviews through the Academic Planning Council and their incorporation, if necessary, into the AMP. The SPC and its subcommittees will further analyze the reviews.²⁸

Self Evaluation

This standard is met. In theory, the planning model links mission to decision-making. However, in practice, there is often a disconnect between needs/plans set forth in program review and actual hiring, equipment, and facilities decisions. Requests made in departmental plans need to have strong data-based evidence and links to the college mission so that the recommending bodies, such as the Strategic Planning Committee, can have a sound basis for prioritizations and recommendations. RCC has a clear planning structure; 61% of its constituencies believe the institution's mission is central to institutional planning and decision-making.²⁹ The implementation of the strategic planning structure and the alignment to the college's mission is an ongoing focus of the college.

Planning Agenda

- Develop and maintain stronger linkages between mission, program review, and all aspects of planning by reviewing the mission statement in each department and developing departmental mission statements
- Clarify the role of the APC, Academic Senate and the SPC in reviewing program reviews (comprehensive and annual) and the AMP

I.B. Improving Institutional Effectiveness

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

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Riverside City College has created processes by which a continuous and ongoing dialogue about student learning can take place. This dialogue takes place in discipline, department, Academic Planning Council, and Academic Senate meetings, and FLEX workshops. The Program Review Committee, Curriculum Committee, Academic Senate, and District Assessment Committee facilitate discussions on the improvement of student learning; qualitative and quantitative data inform these discussions. This process is described in more detail in Standard IIA.

The district began an ongoing, collegial, self-reflective dialogue about the continuous improvement of student

learning outcomes in fall 2000, with the formation of a District Assessment Committee charged with the responsibility of developing and implementing a comprehensive assessment plan for the three-campus district. For the past six years, the District Assessment Committee (DAC) has been a collegial and hard-working group of instructors, administrators, and support staff, with occasional student representation. The committee is co-chaired by the District Assessment Coordinator (a faculty member) and the Associate Vice Chancellor for Institutional Effectiveness. The committee was formed as a subcommittee of the District Academic Senate. Its relationship to the District Senate is formal with its composition, specified by the Senate by-laws, to include two faculty members from each of the three campuses.³⁰ These six positions are the only voting members of the committee; however, the committee encourages attendance and participation by all faculty and staff, regardless of voting status. Virtually all decisions are made by consensus. Many District Assessment Committee members have been with the committee throughout its six-year history. The DAC faculty co-chair attends and is on the agenda of all District Academic Senate meetings.

From its inception, the District Assessment Committee has seen assessment primarily as a faculty-driven process for improving teaching and learning and has been a key element in the dialogue about student learning. The District Assessment Committee has facilitated numerous activities, projects, and workshops related to student learning outcomes assessment and the improvement of student learning.³¹

The instructional program self-study process (i.e., program review) is also a key element in the dialogue on improving student learning. As part of the program review process, the discipline faculty meet to discuss and identify common student learning outcomes at the course level. Once agreement has occurred, measurable assessment methods are devised and plans are created for the evaluation and improvement of instructional techniques. Faculty revise course outlines and submit these through their department representatives to the Curriculum Committee, a standing committee of the Academic Senate, comprised of a faculty representative from each department throughout the district. The Curriculum Committee approves the new or revised course outlines. The District Assessment Committee reviews the discipline's plan for outcomes and assessment. The self-study documents are submitted to the Program Review Committee. This ongoing dialogue at Riverside City College has led to the creation of SLOs in courses and, by May 2007, virtually all program reviews will have been completed and a second round will have begun. The program review process and its findings have increased dialogue on student learning, teaching strategies, and other instructional issues that have resulted in improved teaching effectiveness.

In addition to discipline meetings, full-time and part-time faculty and administrators have the opportunity to attend FLEX Workshops. Each full-time faculty member is contractually obligated to complete 18 hours of FLEX activities annually, and many choose to attend presentations and discussions that relate

to student learning. Evidence of FLEX requirements and participation are listed on *4faculty.org* and in the Office of Institutional Effectiveness.

Riverside City College has created opportunities for ongoing dialogue about institutional processes. The Academic Senate has taken steps for wider transparency and discussion. For example, in spring 2006, the Academic Senate initiated changes to enhance communication and integration of college processes. These changes involved adding several voting members to the Senate body. Specifically, the faculty chairs of the Strategic Planning Committee, Academic Planning Council, and Accreditation Steering Committee were added as voting Senate members. At the Academic Senate meetings, these faculty representatives report regularly on the activities of their committees and provide a liaison with the Senate. The strategic planning model and process have been discussed in various venues, such as Strategic Planning Committee meetings, district Strategic Planning Executive Committee meetings, college retreats, and Board of Trustees meetings. As a result of the self-reflective dialogue that has taken place, the planning process has undergone several revisions.³²

Likewise, as a result of the dialogue in the District Assessment Committee, Program Review Committee, and within disciplines, the program review process has been revised.³³ A question in the instructional program review process asks disciplines to comment on ways to improve the process. In keeping with the goal of continuous improvement, the Program Review Committee reviews and, as appropriate, incorporates these suggestions for change and improvement

into the process. The district Core Operations Task Force (COTF) maintains an ongoing dialogue on the improvement of institutional processes. The objective of COTF is to increase collaboration and communication. The intention is to have key stakeholders with area expertise address/resolve operational issues and facilitate the development of standard operating procedures for instructional and non-instructional units. Members of COTF prioritize identified tasks and appoint teams for completing these tasks. Developing standard operating procedures increases the current knowledge base of the team, leading to awareness and responsibility for processes that result in smooth operations and accountability. In addition, training modules are developed where needed. The end result is better service to students and the members of the community (administrators, faculty and staff). The teams include front line staff, user support coordinators, managers, deans, application support technicians, directors, or other employees depending on the need and the operational task. The teams are intended to meet on an as-needed basis. Current teams are as follows:

- Schedule Operations Group
- Census Operations Group
- Strategic Enrollment Management
- Grants Standard Operating Group
- Registration Operations Group
- MIS Groups include, but are not limited to, VTEA, DSPS, and Matriculation.

Self Evaluation

This standard is met. Riverside City College has effectively created the framework for ongoing dialogue and

improvement through collegial and self-reflective discussion. Across the college, various disciplines are in different stages of discussions; many disciplines have created effective assessment techniques and meet frequently to refine these, while others continue the development of initial assessment plans. By May 2007, the vast majority of disciplines will have completed the first round of program review and some will have begun the second round of the process. The District Assessment Committee and Program Review Committee continue the open and honest dialogue on improving student learning. Although the majority (55%) of administration, faculty, and staff surveyed believe there is ongoing dialogue with their department or service area regarding improvement of student learning, continued efforts to involve a larger constituency in a more transparent process remain an important goal.³⁴

Planning Agenda

- Utilize the program review process within units as an opportunity to hold annual strategic planning sessions that are inclusive and embrace ongoing dialogue

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The college is in the process of actualizing its mission statement, which serves as the foundation, vision, and focus for planning the college's goals and priorities.

Riverside City College uses the adopted strategic planning process model as the foundation for discussion about the institutional environment. It is the basis for establishing goals that ultimately drive decision making to enhance student learning. Each department, through program review, establishes goals and academic planning priorities. The department goals and plans are forwarded to the Academic Planning Council, consisting of deans and department chairs, for discussion, review, and consolidation into the Academic Master Plan. The Academic Senate reviews the Academic Master Plan. The Strategic Planning Committee then considers the Academic Master Plan and ensures that it is integrated with student services and human, financial, technology, and physical resources planning.

In setting goals, several areas must be considered, including enrollment management, academic program planning, and resource planning. The district has identified several areas in strategic enrollment management and student services as being crucial to the development of long-term goals in the strategic planning process. The district's Strategic Initiatives³⁵ embrace the following concepts:

- Increase Student Access
- Maintain Course Retention
- Increase Successful Course Completion

- Promote Student Persistence
- Improve Student Learning Outcomes
- Increase the number of Awards, Certificates and Transfers
- Improve the Quality of the Student Experience
- Develop a Comprehensive Enrollment Management Program.

The Academic Senate³⁶ and Strategic Planning Committee³⁷ have discussed a draft response to the strategic initiatives. The college has developed measurable goals in the five of the eight areas (access, retention, success, persistence, and completion).³⁸

Self Evaluation

This standard is met. The college goal-setting process is underway. For the areas of strategic enrollment management, academic program planning, and resource planning, short and long-range goals will be established and key performance measures will be developed. The objectives derived from goals have yet to be defined. Other work remains in communicating the goals to all college constituencies to facilitate broad dialogue and collaboration in achieving the stated goals. Tools to determine the degree to which the goals have been met include an environmental scan, student surveys, and statistical data on enrollment, retention, grades, certificate and degree completion, and transfer-readiness.

Planning Agenda

- Continue the goal-setting process, ensuring that objectives derived from goals are stated in measurable terms and include broad dialogue to achieve effective implementation

1.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

In response to recommendations made following the 2001 accreditation process, the district and college have been engaged in improving and refining the strategic planning process described in detail earlier in Standard I and again in Standard II.A. The college is increasingly committed to the ongoing cycle of program review, assessment, planning, resource allocation, evaluation and improvement. Equally important, a culture of planning has been developed that engages faculty, staff, administration, and students in a process that maps the future of the college.

Assessment and program review, the cornerstones of academic planning, have been used by disciplines to improve student-learning outcomes through curriculum development and revision, and instructional improvement. During program review, instructional units assess progress toward achieving goals, utilize results from student learning outcomes assessments to identify possible curricular issues that could change pedagogy, create plans, and revise goals when necessary. Disciplines identify resource needs. As a supplement to the four-year cycle of comprehensive program review, annual college-based program review was initiated in spring

2007. This review affords departments and their disciplines an opportunity to review plans and resource needs on a more timely basis using current data to inform decisions.

Student Services has participated in an annual program review process for the past few years. In the 2005-06 academic year, Student Services incorporated SLOs and Service Area Outcomes (SAOs) into the program review process. Student Services assesses SLOs and SAOs and utilizes results to inform budget allocations and the subsequent program review cycle.³⁹

The non-instructional program review process was developed and first piloted in 2001-2002 by the Institutional Research and Program Assessment unit. In 2004, Human Resources used the process. The non-instructional program review process was again refined in spring 2007 and will be utilized by all non-instructional units beginning in September 2007.⁴⁰

The non-instructional program review process can be used to effect improvement in institutional effectiveness. An example exists in the human resources unit. As part of that unit's program review, faculty, staff and administrators completed a survey that asked for feedback about confidence in the human resource processes, the maintenance of confidentiality, and the level of service rendered.⁴¹ In an additional step, the human resources team assessed their internal procedures. As a result of input received, human resources modified some of their procedures to address issues that had surfaced. Institutional data essential for program review and planning are increasingly available in forms that can be analyzed

and interpreted. The *Riverside Community College Fact Book 2007* has been distributed to department chairs, co-chairs and management. In addition, the *Fact Book* is available to interested parties in and outside the college community through the digital library. Workshops are held with program review leaders, department chairs, and deans on the interpretation of data. The Community College Student Experiences Questionnaire was administered in the spring semesters of 2004 and 2006. These data are available for use during program review by Academic Affairs and Student Services units. In addition, a separate set of questions was added to the questionnaire, as they relate to Student Services improvement.⁴² Student Services holds an annual retreat led by the Vice Chancellor of Student Services and Operations where data are analyzed and SLOs and SAOs are revised as necessary. Additionally, some departments and disciplines have conducted and/or are developing plans for training in the use of focus groups with students and faculty as another means of gathering information that can be used in program improvement.

Self Evaluation

This standard is met. Assessment, program review, and planning will continue to improve and mature as the college utilizes these processes and completes additional planning cycles. The Program Review Committee is addressing the need for a better linkage between program review findings and resource allocation. The recent change in the program review process to have disciplines within departments complete the resource portions of the review on an annual basis is a positive step towards a

more timely process and better integration of planning. The Program Review Committee is also refining the non-instructional program review process so that all non-instructional units can perform reviews and utilize these for resource decisions. A budget allocation model that will allow the college more autonomy in financial planning is under development.

Planning Agenda

- Expand non-instructional program review to more units
- Monitor the non-instructional program review process and modify as appropriate
- Develop departmental resource needs using the revised program review process and link these needs directly to budgetary decisions

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The planning process as described in both the introduction of Standard I and in Standard I.A.4. is broad-based. The Strategic Planning Committee's (SPC) membership includes representation from all constituencies, faculty, staff, students and administrators. The instructional program review is completed by discipline and department faculty and the non-instructional program review requires input from administrators and staff. Multiple bodies, such as the Strategic Planning Committee, Academic

Planning Council, and Academic Senate, each have a voice in the planning process.

In the college planning model, the SPC reviews information and data, if appropriate, when considering requests. Based upon the information presented and input from committee members, the SPC makes recommendations to the District Strategic Planning Executive Committee. The strategic planning model includes a review of the recently completed annual program reviews. These campus-based discipline reviews provide additional information to drive resource allocation and general planning for the college.

The cycle of program review allows for an analysis of data and assessment results to determine whether implemented plans have led to attainment of SLOs and program outcomes. Results lead to program refinement. The analysis of results is an integral component of the planning cycle (planning, assessment, evaluation, improvement, and future planning) which leads to continual improvement and institutional effectiveness. Data related to grant-funded programs, such as Title V, are available directly through performance reports that link implemented plans to results which aid in program improvement and increased student success.⁴³

Self Evaluation

This standard is met. Riverside City College has adopted a planning process and structure which includes all constituencies. The goal is to integrate the planning process and decision-making by including all relevant bodies

at the college (i.e. Academic Planning Council, Academic Senate, and Strategic Planning Committee). Both the Academic Master Plan and the program reviews are tools that will be used by the SPC to address institutional goals and allocate budget. Another important aspect of the planning model is the integration of resource planning (human, physical, technology and finance), program review, and resource allocation which will be done through the sub-committee structure of the SPC. Although the planning model has been approved and implemented, the details of the process continue to be refined and communicated. There is a need to establish a direct link between the planning process and resource allocation.

The District/Dean Institutional Reporting and Academic Services, District Dean Institutional Research and the Associate Vice Chancellor, Instruction have worked with administrators and faculty at the college to increase the level of understanding and use of institutional data. Training will continue as more individuals, both faculty and administrators, have a need to use data to inform decision making. Thus, recommending and decision-making bodies, such as the Academic Planning Council and the Strategic Planning Committee, will have a sound basis for prioritizations and recommendations.

Planning Agenda

- Continue to integrate the Academic Master Plan, annual and comprehensive program reviews into the strategic planning process
- Develop stronger linkages between the SPC's subcommittee structure,

program review, and resource allocation

- Continue providing standard and requested data to faculty, administrators and others to be used in program reviews and the planning process
- Continue training faculty, administrators, and others on the interpretation and use of data to inform decision making

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Riverside City College utilizes data and results as the basis for reports to the state (California Community College Chancellor's Office) and the federal agencies. The RCCD Offices of Institutional Research and Institutional Reporting collect data and document assessment results which are distributed to disciplines and departments undergoing program review. Student data include retention, persistence, and successful course completion statistics. Data are also kept on enrollment, number of degrees and certificates awarded, and transfer rates. The data are often disaggregated by course, gender, ethnicity, and enrollment status. During program review, discipline members analyze and use these data to evaluate the effectiveness of programs, develop plans, identify resource needs, and focus on student learning outcomes assessment.

The RCCD Office of Institutional Research (OIR) consists of three full-time researchers and a full-time administrative assistant, who serve the

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

In addition to reports made to external bodies that assure quality, the OIR and Office of Institutional Reporting provide data to instructional and non-instructional units undergoing program review. *The Fact Book* in its current version, first published in 2006 and updated in April 2007, provides detailed demographic and economic information about the community and students as well as standard information on course completion, success measures and a variety of other quantitative information.⁴⁴

As disciplines assess student-learning outcomes, documented results are made available to all discipline members. The results typically lead to discipline-based dialogue on student learning, possible modifications of existing curriculum, development of new curriculum, modifications to pedagogy or the creation of innovative strategies. At Riverside City College, the English and mathematics disciplines have done extensive work in student learning

outcomes assessment at the course level.⁴⁵

In addition, other assessment data are available for various internal constituencies. For example, results from the 2004 Community College Student Experiences Questionnaire have been discussed in the District Assessment Committee and at the Chancellor's Executive Cabinet.⁴⁶ Occupational Education departments publish "Highlights," which communicates qualitative data in vocational education to Riverside City College.⁴⁷

In an effort to ensure all constituencies receive reliable and valid data, the district assures data integrity. The Office of Institutional Reporting and Academic Services has created a data repository and access has been provided to all researchers and Title V program support staff and managers. Regular reports are generated from the production database to ensure a single source for information. In addition to providing information to the data repository, institutional reporting and program review web sites have been created to share and archive information, to facilitate enrollment management, planning, and decision-making, and to provide other key performance indicators of institutional effectiveness. Regular training is provided by the Office of Institutional Reporting for effective use of the data in these repositories.

The college strives to keep the public informed on matters of quality assurance. Articles on student success and new or innovative programs and special features about departments such as Cosmetology and Culinary Arts, are routinely published in the Inland Empire Magazine and the Press Enterprise. Each July, the

Press Enterprise sponsors the Caring Spirit Awards. Riverside City College's nursing students have consistently won the awards in the student category and faculty members have won in the teaching excellence and innovation categories. The public votes upon these awards. Counselors and the Outreach Department interface with local high schools and other colleges/universities and communicate the quality of RCC programs. The district Public Affairs Office handles all official public or media requests for information on institutional quality. Workforce and business partners are kept informed of the quality of RCC's programs through the Advisory Committees, Economic Development Agency, grants and partnerships with local business and the Riverside Chamber of Commerce.

Evidence of the public's approval of RCC's programs and services includes the passage in March 2004 of Measure C, a \$350 million bond measure passed by registered voters living within the district. Bond funds can be used for the acquisition, design, construction, renovation, and modernization of classroom buildings, athletic facilities, and other facilities within the district.

Self Evaluation

This standard is met. The college takes pride in its 90 years of service to the community.

Planning Agenda

- None needed

1.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The strategic planning model and process have been discussed in various venues, such as Strategic Planning Committee meetings, district Strategic Planning Executive Committee meetings, college retreats, and Board of Trustees meetings. As discussed in I.B.1., as a result of the review and dialogue that has taken place, the planning process has undergone several revisions. For example, in the fall semester of 2004, the strategic planning subcommittee structure was revised to align more closely with the accreditation standards and an eighth subcommittee was added for library and learning support services. As a result of a quarterly report to the Board of Trustees and the discussion that ensued, consultation with the Academic Senate was added as a formal step in the planning process. In early spring 2007, the Strategic Planning Committee adopted written by-laws.

Likewise, as a result of the dialogue in the Program Review Committee, District Assessment Committee, and within disciplines, the program review process has undergone revisions. A question in the instructional program review process asks disciplines to comment on ways to improve the process. In keeping with the goal of continuous improvement, the Program Review Committee reviews and, as appropriate, incorporates these suggestions into the process.

As described in Standard III.D.1., in practice, the current budget development process can be described as both a “bottom up” and a “top down” process. The “bottom up” part of the budget development process involves college instructional departments and units that support student learning. Each department/unit prepares annual budget augmentation requests to meet increased operating needs, additional or replacement capital equipment needs (instructional or non-instructional), facility remodel or renovation needs, and additional support positions. For instructional departments, the chairs typically prepare budget requests based on input from their department colleagues and from their program reviews/departmental plans. Riverside City College’s administration then brings these requests forward and advocates for the requests in the “top-down” part of the process.

The “top-down” part of the budget development process begins with decisions on the number of faculty hires and provisions of the collective bargaining agreements, both of which involve faculty input. New and augmented program decisions typically involve faculty and staff input. At this point, the bulk of the operating budget is allocated. The “Budget Bunch,” composed of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services, deals with allocations of instructional and non-instructional equipment. These equipment allocations are usually done as proportionate amounts to the colleges. The college then allocates funds to departments for

specific items. The Budget Bunch also deals with remodels, with allocations usually granted on a per-project basis. Finally, the Budget Bunch is heavily involved in the allocation of new support staff positions and with variable expenses. Each Budget Bunch member is charged with the responsibility of bringing forward budget issues from his or her area.

The resource allocation process is being reviewed and modified to support the transition from a single district, multi-campus system to a three-college district. A new budget allocation model and a mid-range financial model are being developed to assist in allocating college resources and in planning for the effects of new programs and initiatives. The budget allocation model will be sensitive to planning activities at the college level.

Institutional planning has been enhanced with data for decision-making and institutional effectiveness measures. Training in the use and interpretation of data is provided on a continuous basis for key performance measures such as fill ratios and efficiency measures including, but not limited to, WSCH and FTEF.

Self Evaluation

This standard is unmet. Some institutional processes, such as program review, are systematically reviewed and modified. Other processes, such as those dealing with resource allocation, are currently under review in light of the transition to a three-college system. A revised budget allocation model, appropriate for a multi-college district, and a mid-range financial model are being developed.

Planning Agenda

- Establish plan for implementation and regular review of a budget allocation model

1.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Riverside City College regularly reviews student outcomes, including retention, persistence, successful completion, and graduation rates, in efforts to provide effective programs and services. The Offices of Institutional Research and Institutional Reporting/Academic Services review outcome measures to ensure the reliability and validity of reported results. The effectiveness of data-driven evaluation mechanisms relies, in part, on proper training of appropriate individuals. Department chairs and deans have received training that has prepared them to interpret enrollment data. Discipline leaders for program review are also informed about the proper interpretation of data.

Program review is an example of an evaluation mechanism that has been revised to improve the effectiveness of the process. As a part of program review, academic disciplines, including Library and Learning Support Services, develop new and revise existing programs and initiatives to better serve students. In the rapidly changing environment of RCC, areas found that data were needed on an annual basis (rather than just during the

four-year cycle of comprehensive program review) for planning and decision-making. The Office of Institutional Research now provides these data on a yearly basis.⁴⁸

Student Services has participated in an annual program review process for the past few years. In the 2005-06 academic year, SLOs and SAOs (Service Area Outcomes) were incorporated into program review. The process includes the assessment of outcomes and utilization of the results to make adjustments to the services provided and to inform budget allocations. Service area program reviews consist of the following four segments:

- 1) development of the program review incorporating the SLOs,
- 2) implementation of interventions to address these SLOs,
- 3) realization of the assessment process to evaluate the effect of the interventions on the SLOs, and
- 4) deployment of these results to make informed decisions and improve programs and services.

Student Services prioritizes the SLOs and SAOs to assess each academic year. This focused approach has been effective in leading to improvements in student support services. For example, effective student training is allowing many more students to utilize online services through Web Advisor. As Student Services continues with its program review process, not only the interventions, but also the SLOs, SAOs, and assessments will be evaluated based, in part, on their effect on the improvement of student support services.

The Student Equity Plan, prepared in 2005,⁴⁹ is an institutional evaluation

mechanism that includes college performance in equity measures. As a result of the Plan prepared, a Student Equity Program was created. The Student Equity Implementation Task Force consists of representatives from administration, faculty, staff, students, and community members.⁵⁰ This task force is charged with overseeing all Student Equity Plan activities. These efforts include the Puente program, Ujima project, and Title V initiatives. The Student Equity Team is developing measures for program evaluation and will refine these measures as program evaluation progresses.

- Link assessment of institutional evaluation mechanisms more closely with measures of program and services effectiveness

Self Evaluation

The standard is met. Clearly there is an effort on the part of the college to assess and improve its evaluation mechanisms. Program reviews are designed to evaluate the effectiveness of instructional programs, student services, and learning resources. As noted in I.B.6., the college seeks continuous and systematic improvement in the program review process by asking units to comment on ways to improve the process. Thus, the program review process itself has been modified and revised over the past five years to make it more responsive to the district and institutional mission and to promote effective student learning. As the student learning outcomes assessment process matures, it is expected that the SLO measures will link more directly to improvements in the program review and other evaluation processes.

Planning Agenda

- Continue to monitor and modify evaluative processes such as program review

List of Evidence

- ¹ Schedule of Classes, Forward pages
- ² Suggested Process for Developing a Riverside City College Mission Statement
- ³ *Academic Master Plan, 2005-2010*
- ⁴ *Riverside Community College District Strategic Plan 2003-2004*
- ⁵ Strategic Planning Committee March 30, 2004 Meeting Minutes
- ⁶ Strategic Planning Committee November 11, 2004 Meeting Minutes
- ⁷ Fall 2006, MIS Reporting
- ⁸ *Riverside Community College District Catalog*
- ⁹ *Riverside Community College District Fact Book 2007*
- ¹⁰ Brochures from innovative programs such as, Gateway to College, CalWORKS, Title V, FastTrack College, Rubidoux Early College High School
- ¹¹ *Riverside Community College District Instructional Programs Self-study Resource Guide*, September 2006
- ¹² *Student Services Program Review 2005*
- ¹³ *New Program Proposal Process*, January 2005
- ¹⁴ *Environmental Scan, January 2002*
- ¹⁵ Proposed Planning Assistance for Riverside Community College District – VI-B-3 Backup 2, October 17, 2006
- ¹⁶ RECHS, Rudidoux Early College High School Brochure
- ¹⁷ *Riverside Community College District Fact Book 2007*
- ¹⁸ Sample minutes from Developmental Education Committee meetings
- ¹⁹ Strategic Planning Committee December 16, 2004 Meeting Minutes
- ²⁰ Ad-Hoc Subcommittee on the Mission Statement Process Meeting Minutes
- ²¹ Suggested Process for Developing a Riverside City College Mission Statement
- ²² Strategic Planning Committee March 16, 2006 Meeting Minutes
- ²³ Board of Trustees March 21, 2006 Board Planning Retreat Minutes
- ²⁴ Memorandums to the Strategic Planning Committee, Riverside Campus Academic Senate, Riverside Campus Student Senate
- ²⁵ Strategic Planning Executive Committee June 2, 2006 Meeting Minutes
- ²⁶ Board of Trustees June 20, 2006 Meeting Minutes
- ²⁷ *Strategic Planning Process Update*, September 14, 2004
- ²⁸ *Strategic Planning Update*, Board of Trustees Planning Meeting, April 26, 2005
- ²⁹ Results of RCC Employee Accreditation Survey, Fall 2006
- ³⁰ District Academic Senate By-Laws, Committee Composition
- ³¹ *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006
- ³² *Strategic Planning Updates*, September 14, 2004; December 7, 2004; April 26, 2005
- ³³ *Riverside Community College District – Report on the Pilot Project of the Proposed Instructional Program Review Process*, May 27, 2003; *Riverside Community College District Instructional Programs Self-Study Resource Guides*, October 25, 2004; June 13, 2005; January 2006; September 2006
- ³⁴ Results of RCC Employee Accreditation Survey, Fall 2006

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- ³⁵ Riverside Community College District Strategic Initiatives 2005-2010, *Riverside Community College District Fact Book 2007*
- ³⁶ Riverside City College Academic Senate October 16, 2006 Meeting Minutes,
- ³⁷ Riverside Strategic Planning Committee April 18, 2006 Meeting Minutes,
- ³⁸ Riverside City Campus – A Response to Strategic Initiatives, *Riverside Community College District Fact Book 2007*
- ³⁹ Student Services Program Review Narrative (October 3, 2006)
- ⁴⁰ Administrative Unit Program Review Background and Guidelines, March 30, 2007
- ⁴¹ Human Resources Survey Results
- ⁴² Community College Student Experiences Questionnaire with additional student services questions
- ⁴³ Annual Performance Reports, Title V
- ⁴⁴ *Riverside Community College District Fact Book, 2007*
- ⁴⁵ *English 60AB/ESL 54 & 55 Assessment Report and Elementary Algebra Redesign Assessment Report* – both available on <http://academic.rcc.edu/dac>
- ⁴⁶ District Assessment Committee November 19, 2004 Meeting Minutes and President’s Systems Cabinet December 6, 2004 Meeting Minutes
- ⁴⁷ Occupational Education *Highlights*
- ⁴⁸ See program review website;
<http://www.rcc.edu/administration/academicaffairs/effectiveness/review.cfm>
- ⁴⁹ *Student Equity Plan, January 2005*

Standard II.A





Standard II: Student Learning Programs and Services

A: Instructional Programs

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Standard II: Student Learning Programs and Services

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

The commitment of Riverside City College to excellence in instructional programs stretches over close to a century. The college has a long practice of combining high quality classroom instruction with comprehensive student services and library and learning resources that have provided state-of-the-art support for student learning.

The instructional programs at Riverside City College provide students with a wide range of curricular choices to prepare for transfer to baccalaureate institutions. In addition to basic introductory courses in academic disciplines, students have a wide range of additional lower division elective courses available to choose from. The breadth of the curriculum—supported by a wide range of programs, such as the Model United Nations, Forensics, and the Honors Programs—allow students to further develop their skills and gain intellectual and personal maturity by interacting (and sometimes competing) with their peers from other institutions. The Model United Nations program has an especially distinguished record of achievement even when RCC students have competed with students for baccalaureate institutions.

The college has a range of programs in the performing arts that allow students access to

a national stage. For example, the Marching Tigers have been active for three decades, performing at the Macy's Parade and the Rose Bowl, as well as performances abroad, in film, on television, and in commercials. The number of student performances, both at the college and in the community, by various ensembles attests to the quality of the performing arts programs at the college.

Riverside City College has an equally long tradition of preparing its students to transition directly to the workplace. The Inland Empire, which Riverside City College serves, has a thriving and growing local economy with many positions available to job seekers lacking a college degree, and thus occupational programs have long been central to instructional programs the college offers to its students. Some programs are well established; others have arisen very recently to meet emerging needs in the college community. In either case, the faculty of the college work closely with local professional and business community members to prepare students to become nurses, auto mechanics, or cosmetologists. The college is very proud of the high rates with which its student pass externally imposed licensing examinations and the placement of students directly into the workforce. Indeed, a frequent frustration of the faculty is the choice many students make not to complete certificate programs because they find themselves employable after taking only part of the curriculum required by the college's vocational programs.

Riverside City College offers a longstanding and exceptionally wide range of intercollegiate athletic opportunities for students to develop physical excellence and the personal maturity. The Hall of Fame showcases the trophies garnered by RCC athletes over many decades of commitment to excellence in student athletics.

More recently developed programs in Teacher Preparation and Service Learning have challenged students to share what they are gaining in the RCC classroom with the larger community.

Riverside City College has always believed that the effectiveness of faculty in the classroom must be supported by comprehensive, high quality student support services. Indeed, the range of programs—including admissions and records, through counseling, services to disabled students, matriculation services, and dedicated support to students in occupational programs demonstrates the college's commitment to its students. The college even offers specialized student support services to students prior to their arrival at RCC and even after they transfer to institutions or move into the work place. Standard IIB focuses on the most prominent of those services without encompassing all that the college offers.

Student Services at Riverside City College builds, wherever possible, on promoting the involvement of classroom instructors into Student Service Programs. The Ujima, Puente, and Honors programs are led by classroom faculty who take students in their programs to conferences and other events outside the college to help them recognize the value of transfer and understand the process through which their long-term educational goals can be met. The range of Student Services available to RCC students underscores the college's awareness of the range and diversity of the populations it serves and the goals it helps students achieve. For example, the college provides tutorial support for a student seeking short-term improvement in spoken English, a comprehensive range of services available to the student who aspires to attend medical school, counseling, financial aid, and disability accommodations at RCC in order to help students progress toward their goals.

Riverside City College maintains a first-rate library for students and the community. Library staff consult annually with faculty regarding the most effective utilization of its acquisitions budget. As newer technologies have become available, the college makes a wide range of digital resources available to students, faculty and the Riverside community. Since the time of the last visit, the college closed the library in the Martin Luther King building and opened its new Digital Library and Learning Resource Center, and even the name of the building conveys the commitment and the breadth of vision the college has had with regard to providing the range of resources necessary to promote students success.

Riverside City College has also long realized that student success in the classroom depends on auxiliary learning support services. Moving the library out of the Martin Luther King building allowed the college to centralize and coordinate many of its formerly scattered labs and tutorial services. These services are exceptionally broad, with large computer labs, language labs for students seeking enhanced skill in both English and foreign languages, a Writing and Reading lab, and dedicated lab space for a range of departments including math, CIS and nursing. The college arranges peer tutorial services that bring together past successful students, recommended by faculty, and current students to promote student success in especially heavy-demand gateway courses.

The longevity and success of Riverside Community College's commitment has supported, in a relatively short span of time, the maturity of the Moreno Valley and Norco campuses. The founding curriculum, faculty, and administrative leadership came from Riverside City College, but much more important, the comprehensive understanding of a tradition of excellence and the necessary

integration of instructional programs, student support services, and library and learning support services at the Moreno Valley and Norco campuses are one part of the legacy of Riverside City College's 90 years of commitment to its community and the extraordinarily diverse range of student communities served by the colleges. It is the commitment to excellence that leads the faculty, staff, and administration of Riverside City College to draw attention to the ways in which the college serves its students and the community. The evaluation and planning agendas that follow reflect dialogue regarding the ways that an excellent institution can become even better.

II.A. Instructional Programs

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

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.

Descriptive Summary

The college reviews the integrity of its programs as well as their compliance with its mission primarily through the program review process. Program

review, a self study conducted every four years by disciplines district-wide, and annually by disciplines within Riverside City College, describes how each discipline supports the broad mission of the college and ensures integrity by examining curriculum, student learning outcomes, and general education requirements.

The college and the district have adopted general education SLOs that reflect the mission of Riverside City College and guide the program-review process. The Curriculum Committee, the District Assessment Committee, and the Program Review Committee review and ensure the integrity of all instructional programs located at Riverside City College and its off-campus sites and in all modes of delivery.

Self Evaluation

This standard is met. The development of institution-wide SLOs by the District Assessment Committee has helped faculty begin the important process of refining general educational requirements in alignment with the mission and their application to vocational programs. The challenge lies in maintaining a common core curriculum among the three colleges while guaranteeing program integrity at Riverside City College. Because comprehensive program review occurs at the district level within disciplines, where review of the course outlines of records takes place and where assessment plans are created, Riverside City College relies on the expertise of and communication among faculty across the district to maintain the integrity of its general education instructional programs. Communication among some faculty continues to be problematic in some areas. Riverside City College, using the

same program review process, evaluates the integrity of the instructional programs that are unique to the college.

The Program Review Committee and District Assessment Committee continue to align their objectives more closely and have increased dialogue between the two groups, which communicate with the faculty at large for the most part during the four-year cycle of program review, where the Program Review, Curriculum, and District Assessment committees generally guide the discussion. As several disciplines begin their second round of program review in 2007, greater attention will be paid to ensuring that all programs have addressed the mission of the college in a meaningful way.

Planning Agenda

- Prioritize systematic integration, review, and alignment of curriculum and programs at the district level with the specific mission of Riverside City College
- Continue to develop evidence that both general education and course SLOs contribute to student learning when developed and applied thoughtfully by faculty
- Improve communication between the District Assessment committee, the Program Review Committee, the Curriculum Committee, the faculty, and the college as a whole

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.

Descriptive Summary

As an open-enrollment community college, the college attracts students with diverse backgrounds. Identifying and meeting the educational needs of these students requires the institution to develop and use a number of programs. For a detailed and comprehensive overview of the student population, the *RCCD Fact Book 2007, Riverside City Campus Student Demographics*¹ presents data in terms of age groups, educational goals, ethnicity, gender, and prior education. Published annually, it also provides detailed information for many topics, including statistics on faculty, course statistics, student success rates, and the demographics of the community the college serves. Student services – such as Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), Matriculation, and Tutorial Services—provide support services that address student needs in helping to achieve academic success.

Other programs provide more specialized student services. In December 2000, the college participated in the Diversity Scorecard Study,² part of the USC Center for Urban Education project. This study used existing institutional data to report and monitor progress toward excellence and equity for historically under-represented students in the areas of access, retention, excellence, and institutional receptivity.

Using research from this project, the Student Equity Plan was developed which, in turn, generated the development of the Ujima Program, targeting mainly the African-American

student population. The Puente Program, focusing primarily on Latino students, has been in existence at the college since 1989. Both programs combine mentoring with academic and transfer success. Workforce Preparation is a collection of grant-funded programs and services, open to all RCC students, designed to help learners achieve academic success, gainful employment, and self-sufficiency. The School and Community Outreach Program serves new college students with a “New Student Checklist” guide available on the college website, and it also sends student ambassadors to local high schools to present updated information on the college’s programs and services.

Continued research in the theory of learning communities has prompted several academic cohorts to be formed. The Academic Success Project combines math, computer science, and guidance courses. The Community for Academic Progress (CAP) combines guidance, English, mathematics, and reading courses with additional cohorts of English, speech communications, history, sociology, business, and computer information systems. The Teacher Preparation and Education Program is a partnership with surrounding universities to develop an articulated lower division teacher education and preparation program for transfer to four-year institutions. The Honors Program also reflects the diversity of the college’s population and offers courses that are qualitatively and quantitatively more challenging.

In addressing the needs of occupational and vocational studies preparation, the district has published the *Occupational Education Handbook 2006*,³ which is available to students in pamphlet form and online. The Nursing Education

Program, awarded a federal grant in May 2006 that will fund continued remediation for current as well as new nursing students, allows the college to continue with enrollment increases and begin a new flexible LVN to ADN program. As part of an expansion and building capacity grant, the RN program expanded to March Education Center in fall 2006. The new facility makes it possible for the program to accept additional students. The Ford ASSET Program, a college-to-career entry partnership with Ford dealerships in the community, requires the completion of an associate’s degree. In collaboration with Jurupa Unified School District, the college began offering general education courses and courses in two Office Applications Computer Technology certificates at the Rubidoux High School Annex, located approximately three miles from the City Campus. Also offered at this site are classes that are open to the public, but support the R.E.C.H.S. (Rubidoux Early College High School) program.

Analysis and assessment of these programs is conducted in a variety of ways. For example, to help determine placement accuracy for students, the Office of Matriculation and the reading and mathematics disciplines conducted research in spring 2006 and received the data analysis in fall 2006, concerning the cut scores for reading and mathematics placement. The disciplines of English and ESL will participate in placement test validation in spring 2007 and 2008.

Self Evaluation

This standard is met. The Office of Institutional Research supports the research needs of many constituencies at the college. Although some

improvement in identifying and delivering the most relevant data to the various constituencies at the college exists, the current level of support is more than adequate.

Planning Agenda

- None needed

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.

Descriptive Summary

The college offers courses in two primary terms, fall and spring, on a compressed, 16-week calendar and in two intersession terms (six-week winter and both six-week day and eight-week evening summer sessions). Classes begin early in the morning and extend late in the evening. Classes are also held on Saturday. Many classes are offered in half-term (eight-week compressed), Fast Track sessions in fall and spring. The departments are responsible for scheduling classes using different time configurations and single to multi-day patterns to meet student demand.

The college's primary mode of delivery is traditional face-to-face instruction. However, instructors teaching in this traditional setting often incorporate technology in their presentations. Most classrooms are equipped with overhead devices, video, DVD, and LCD projection units; the Digital Library is now providing streaming video to classrooms; and Faculty Development offers extensive FLEX training opportunities for faculty to maximize the use of this technology.

In addition to face-to-face instruction, online instruction was first offered at the college in the 1998-99 academic year and has grown both as a result of student demand and faculty interest. Hybrid sections, which typically replace half of the traditional face-to-face instruction time with an online component, have also grown in the college. Also, many instructors offer web-enhanced classes. Each discipline assesses whether online or hybrid sections are appropriate for the learning outcomes of a course. If both the discipline and the department agree to offer the course in a distance education mode, the discipline initiates a process that culminates in review of the course by the Curriculum Committee for approval. Fifty percent of the courses offered in 25 certificate programs—primarily in the areas of Computer Information Systems and Computer Application Office Technologies—are available in a distance education format. The college needs only one additional course in health science for a student to complete an Associate's degree using only the distance education mode of instruction.

Disciplines have worked to address the instructional needs of students, regardless of the mode of delivery. For instance, the English and ESL disciplines include a Writing and Reading Center component in their composition courses. Students attend the Writing and Reading Center independently from the class to access the specialized tutors, use appropriate computer software, attend workshops designed to supplement instruction in the classroom, or simply study in an atmosphere where an instructor is on duty to help them.

The institution has developed scheduling options to meet the needs of a student population that benefits from an alternate

timetable to completing course work. The math discipline, for example, has developed modular courses. Students have the option of taking a diagnostic test after their assessment, which helps to identify their deficiencies and guides them toward particular modules that correspond to one or more learning outcomes for a course. During the modules, students receive one-on-one instruction as needed. Allowing them to experience success rather than dropping out, students can receive credit for one module at a time. They are allowed to spend more time or less time on specific topics depending on individual student needs; therefore, students may extend or expedite the remediation process.

Other examples of programs designed to meet specific needs of students include the following:

- Workforce Preparation courses
- English modular courses (supplemental courses that allow students not enrolled in an English class to access the Writing Center and specialized curriculum)
- CAP (Title V) block-scheduled courses, cohort-learning communities
- Puente
- Ujima
- Honors Program
- Study Abroad Programs.

Self Evaluation

The standard is met. Riverside City College does an exceptional job of providing many different instructional approaches to meet the needs of its students. The college offers a variety of instructional approaches and scheduling patterns. Using enrollment data and environmental scans, the college continues to seek alternative ways to

serve its student population. For example, the college used enrollment information to analyze the evening course offerings and is now in the process of creating an “Evening College” where students can earn an associate’s degree and some certificates by attending classes only in the evening.

Planning Agenda

- Continue to use data to develop various delivery systems and modes of instruction
- Develop an “Evening College”

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.

Descriptive Summary

The district created a District Assessment Committee and a district-wide Program Review Committee in spring 2001. These committees established procedures and guidelines for the program-review process. These procedures and guidelines guarantee that, during program review, disciplines will update all course outlines of record so that each course integrates assessable student learning outcomes with methods of evaluation and instruction that address the SLOs. Further, this formal procedure requires that all programs and disciplines develop and implement the initial assessment of these outcomes by the end of the current program review cycle. As disciplines have completed the program-review process, faculty in many disciplines have used assessment data to adjust their teaching techniques and strategies in their courses.⁴ They have also used this

process to initiate further discussion of assessment at the program, certificate, and/or degree level.

The college recognizes that orienting the assessment of its courses, programs, and degrees toward student learning entails a paradigmatic shift in how it evaluates its work. The college also recognizes that this shift is part of a nation-wide trend in higher education that began decades ago and has proven itself to be a valuable tool for improving the quality of instruction. As a result, RCC has allocated considerable resources to implement a comprehensive assessment strategy.

Across the district, disciplines have integrated SLOs into over 1200 of approximately 1900 course outlines of record. Additionally, 34 disciplines have completed program review—which includes an integrated and comprehensive assessment plan—and another 4 are pending with final report editing; 12 more are due to complete by the end of spring 2007. This will complete the first cycle of the current program review process.⁵

Building on the work already completed in the program-review process, discussion of degree, certificate, and general education SLOs and their assessment has begun. In spring 2006, each discipline was asked to evaluate all of its course offerings in order to determine how their specific learning outcomes contributed to the college's General Education SLOs. For example, in winter 2007, the CIS discipline began developing a process to integrate course and GE SLOs into certificate SLOs. In May 2007, the District Assessment Coordinator offered a workshop for faculty in occupational programs to develop programmatic outcomes and assessment measures.

Self Evaluation

This standard is met. The college has put in place a structure to provide training, to assist all instructional disciplines to revise SLOs, and to help disciplines assess those outcomes. This structure also supports the continued improvement of teaching and learning. By the fall 2007, all disciplines will have completed the first round of assessment-based program review. Also, twelve disciplines will have begun a second round of the program review process that entails a more sophisticated evaluation of levels of student attainment of SLOs and identification of areas for improvement.⁶ Under the guidance of the District Assessment Committee, assessment of GE SLOs has begun. One area that needs to be reviewed, however, is the incorporation of GE SLOs into certificates. The District Assessment Committee is presently assisting faculty within disciplines that offer certificates by including GE SLOs into course outlines of record; a training on this topic was held in May 2007 for all occupational education faculty. Currently, a pilot program with the CIS discipline will produce a process to synthesize the GE SLOs and course SLOs with its certificate patterns.

The college has established a comprehensive and well-functioning assessment process. The work of the District Assessment Committee and Program Review Committee will continue to guide dialogue within disciplines that are progressing through the program review process and to refine and improve its own procedures. As of spring 2007, assessment results have been generated and used for improvement of nearly 50 RCCD

courses. The intent is to assist faculty so they find the process more useful and productive in evaluating and improving their own teaching. The college has set fall 2007 as its goal for complete implementation of a working and comprehensive assessment component of its ongoing process of self-evaluation and improvement.

Planning Agenda

- Implement fully the structure in place to identify SLOs in all course, programs, certificates, and degrees and to assess those outcomes more comprehensively across the disciplines, the college, and the district

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.

Descriptive Summary

Nearly all instructional programs at the college are reviewed at the discipline, department, and district level. Within the college, the term "program" is defined as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." Primary responsibility for evaluating the quality of instructional programs, including all pre-collegiate and developmental courses, resides with

discipline faculty. The program-review process—revised soon after the spring 2001 accreditation visit and evaluated and modified subsequently—requires that discipline faculty evaluate their curriculum in these instructional programs. (The program-review process is discussed more fully in 2.A.1.c.) Discipline faculty also review all new and revised courses as part of the curriculum process. This includes review of courses in all modes of delivery.⁷

In addition, the college assures the quality of its instructional programs through the curriculum process. After discipline faculty write new or revised course outlines of record, the outlines are reviewed and approved first by the appropriate discipline and originating department and then by a district-wide, multi-disciplinary curriculum committee (a standing committee of the Academic Senate). This committee approves all credit and non-credit courses in all modes of delivery.

Furthermore, the college has an established "Improvement of Instruction" process that reviews all course syllabi to verify courses are being taught according to the course outline of record which includes SLOs.

Since most occupational courses are unique to a specific campus, they are typically part of a single department. Informal discussion of instructional programs takes place at the department level within the college, but assumes and builds on the foundation established by the disciplines district wide.

In some cases, faculty prepare and submit workshop courses to pilot and refine a new course before completing all elements of the more formal curriculum review process. For workshops, faculty

prepare new course outlines using the current Curriculum Committee-approved template. After approval by the discipline and department, faculty members submit course outlines directly to the District Chief Instructional Officer for approval as a workshop course. Workshop courses can be offered for two semesters without formal approval from the Curriculum Committee. This period allows the initiating faculty member to clarify and refine the structure, content, and integrity of the course so that the final formally submitted course outline meets the quality criteria of faculty in the discipline. If a course is offered as a workshop, it is sent through the course approval process as soon as possible, so that it can be offered for degree or transfer credit. Workshop courses are not articulated with transfer institutions, so they generally do not transfer for those students in transfer programs. These courses are, however, offered for credit, even though the student cannot use the units as part of a degree or certificate program.

Most Community Education (not-for-credit) courses are organized independently of the college's curriculum process. Courses are selected in response to community interest. Community Education also offers a number of senior citizen non-credit courses that are approved by the local Curriculum Committee and Board of Trustees before they are subsequently sent to the state Chancellor's Office for approval. The Community Education office provides a summary of its offerings to the Curriculum Committee and the Academic Senate, but these courses are not typically taught by regular college faculty and are not subject to discipline or department review. In an effort to evaluate the effectiveness of their offerings, Community Education distributes an

evaluation sheet to every student in every class. The students have the option of handing the evaluations directly to the instructor at the end of the class, or e-mailing, faxing, or mailing the forms to the office directly. Community Education also provides its telephone number to each of its 15,000 students who are served annually and asks them to call with any problems or concerns. Many of them do take advantage of that option. The Community Education office gets back about 80% of the evaluations completed and signed, about 10% completed and not signed, and about 10% do not respond at all. Community Education encourages students to report any problems and follows up on complaints. If there are significant problems related to the instructor/trainer, Community Education managers request a meeting with the instructor to inform him or her of the area of concern and discuss needed changes; as a final option, the instructor may be replaced.⁸

Contract Education provides customized training to local businesses, municipalities, and other entities. Demand within the community and the evaluations of students who enroll in those classes provide the primary mechanisms for evaluating these courses.

All courses offered in the Study Abroad program are part of the approved RCCD curriculum. Typically, they are offered by regular full-time faculty and to regularly enrolled students. International students enroll in regular college classes. The Center for International Students and Programs organizes orientation classes, counseling, and community activities for the college's international students. All courses taken by international students are all part of the regular curriculum. As such, they are reviewed by discipline

faculty and are revised and updated during the program-review process.

Self Evaluation

This standard is met. The role of the disciplines in ongoing evaluation and development of curriculum is the district's strength, since it brings a wider perspective to course approval than would be the case were each college to maintain its own curriculum. This is especially true in the area of developmental education, where the need for innovative approaches is clear and where cross-district collaboration has been especially strong. The program review process focuses explicitly on evaluating and enhancing quality and effectiveness of instruction.

Because disciplines reside within departments, the departments need to make more active use of completed program review documents as part of department-level planning.

Planning Agenda

- Ensure that discipline-based program review drives departmental and strategic planning

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.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable

student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

In most cases, initial course design is completed by faculty members, who have access to the RCCD Curriculum Handbook.⁹ Sometimes new courses or programs originate from administrators or the community, although they are still approved by the discipline faculty.

To support faculty in this endeavor, the Curriculum Committee has developed tools, such as the Course Outline of Record writing guide,¹⁰ in order to help faculty integrate SLOs into course outlines. New or revised courses must receive approval first at the discipline and subsequently at the department level before formal approval is granted by the Curriculum Committee, which is comprised of faculty members from every department at the college.¹¹ After approval by the Board of Trustees the new or newly revised course is listed in the next RCCD Catalog.¹² Disciplines determine delivery mode (face to face, hybrid, online, teleweb, etc.) while departments recommend scheduling patterns, number of sections, and frequency of offerings. Many faculty offer web-enhanced classes as well.

All new programs follow a planning process that consists of five phases: concept development, district review, curriculum and program development, approval process, and implementation. The concept for a new or revised educational program may originate from a variety of sources: faculty, administration, community, government,

business, student need, and/or program-review and planning processes. However, regardless of the source, all programs require discipline approval.

During Phase A, concept development, the faculty originator presents the concept to his/her educational department, which in turn explores the concept for the new or revised program. Concepts are carried forward by this “lead” department. The faculty originator and his/her department develop suggestions for a development team that is formed to assist instructional departments in an advisory capacity through the development process for new or revised programs. Some team members may become permanent advisory members once the program has been approved. The department reviews and, if appropriate, approves the concept. The discipline reviews and consults on the proposal. The college Academic Planning Council reviews and must approve the concept for it to move forward. Research is performed to support the need for the program. The college Academic Senate discusses and, if appropriate, approves the concept. The college Strategic Planning Committee considers implications for library and learning resources, facilities, student services, human resources, strategic enrollment management, budget, technology, and institutional effectiveness. Approval is also required from the college Strategic Planning Committee.

In Phase B, district review, the district Academic Planning Council reviews the concept for its alignment with the district Academic Master Plan. At this step, other district departments and disciplines affected by the concept may be identified and consulted. The District Strategic

Planning Committee reviews and must approve the program concept.

Phase C, curriculum and program development, results in a complete proposal/application. Approval from the Curriculum Committee, which includes discipline faculty approval, and the Vice Chancellor, Academic Affairs moves the program into Phase D, the approval phase. The program goes to the Regional Occupational Consortium (for occupational programs), the District Academic Senate, the Chancellor’s Office, and the Board of Trustees. If required, the program is submitted to the State Chancellor’s Office.

Upon all approvals, the program is implemented in Phase E.¹³

The college relies on the faculty of each academic discipline to develop the SLOs for each course. Guidelines for designing and assessing SLOs have been developed and disseminated by the District Assessment Committee. These guidelines are available through the Office of Institutional Effectiveness. The district’s Curriculum Committee also requires that all new and revised courses include SLOs. General Education SLOs were approved by the Board of Trustees in December 2006.

The program-review process has been built on the existing academic discipline structure and the expertise of faculty.¹⁴ As with the Curriculum Committee, the District Assessment Committee and Program Review Committee function as district-wide committees and provide the support for each discipline to identify and assess measurable SLOs. As all disciplines complete the inclusion of SLOs into their course outlines, those disciplines offering certificates will include appropriate GE SLOs into

course-outlines-of record. While the departments evaluate college specific issues, such as course offerings and scheduling, faculty within the discipline, typically from all three colleges, provide the expertise for identifying, implementing, and assessing SLOs.

While all occupational programs work closely with their advisory committees, some—such as paralegal, culinary, graphics technology and a few automotive programs—cannot rely on outside licensing exams as a way to evaluate teaching and learning, and therefore, are more dependent upon their advice for designing their program’s SLOs to meet current industry standards. Many occupational programs, such as nursing, cosmetology and welding, are subject to independent validation through licensure exams and/or certifications.

While the college’s faculty rely on the support of the district-wide Curriculum Committee, District Assessment Committee, and Program Review Committee to help identify and assess SLOs for their specific courses, many faculty members are involved in identifying and assessing general education SLOs for the college as a whole through their participation in these same committees. Approach varies by discipline, but most disciplines choose to single out and measure specific SLOs in a course offered in multiple sections each semester. In particular, the District Assessment Committee, working closely with the Program Review Committee and Academic Senate, has identified learning outcomes for the college’s general education requirements. They have begun a program-level and institution-level assessment of these outcomes. Hence, though the college’s assessment strategy is rooted in the expertise of faculty developing and assessing outcomes at the

class and course level, faculty-led committees are also working at a program and institution level to determine whether the learning outcomes for general education classes are being met. This second level of scrutiny helps confirm that the college is achieving the stated learning outcomes for courses that meet its program or general education requirements, but also provides justification for their status as required courses by showing how their achievement of stated outcomes fulfills the college’s general learning objectives.

The assessment of student progress towards achieving the SLOs for courses is achieved through assessment projects developed by disciplines and by individual faculty members for their own courses. To ensure that assessment is a faculty-driven process, the DAC encourages disciplines to discuss assessment on a regular basis during discipline meetings and to work through an entire assessment cycle of by selecting one course and one SLO from that course to assess. For example, the English discipline has focused its assessment efforts on the composition sequence. Each course is assessed at least every two years, with groups of instructors reading sample student work against analytic rubric they develop collaboratively. A recent project focusing on the two most basic composition courses, English 60A and 60B, indicates that while students achieved benchmark levels in their ability to write paragraphs by the end of 60A, they are not demonstrating sufficient ability to write short essays by the end of 60B. Further investigation suggested this was primarily a problem arising from confusion about and inconsistency in how the course should be taught. The discipline distributed an assessment report to all instructors with reminders about what students need to do by the end

of the course; it has also produced a course handbook (with sample syllabi, assignments, graded papers) for instructor use. A new round of assessment in spring 2007 will the discipline hopes, produce evidence that its efforts will lead to improved student performance. Other examples from Nursing and Telecommunications also demonstrate the college's efforts in this area.¹⁵

Self Evaluation

This standard is met. The college relies primarily on the expertise of faculty for course and program development, implementation, and assessment. This is one of its major strengths. As part of the program-review process, disciplines review and revise course outlines. They do so using the Curriculum Committee's approved templates. The District Assessment Coordinator has met with the Curriculum Committee to make sure its members understand the importance of embedding assessment into the course outline. Virtually all Curriculum Committee members have participated in program review, and some have been members of the Assessment or Program Review Committees. Additionally, training materials, forms, handbooks, and completed program reviews and assessment reports are available through the Office of Institutional Effectiveness.¹⁶ One important change to the central role of faculty is the creation in late spring 2006 of a faculty position with reassigned time to coordinate faculty and staff development. The Faculty Development Coordinator can help foster interest and discussion of student learning among faculty.

Although the college relies on discipline experts to develop, revise, assess, and improve courses and programs, some

disciplines do not meet on a regular basis, except on the mandatory discipline day. Discipline meetings, involving faculty from the three colleges, are convened by discipline facilitators. Because disciplines differ in size, both in numbers of faculty and courses, the role of the discipline facilitators also vary and no clear job description exists except for the charge to convene the meetings. However, because the disciplines play a central role in the "common core curriculum" concept and the program-review process, how they conduct their business is crucial to the success of instructional programs and needs to be evaluated. The role of discipline facilitators is currently a topic for negotiations.

As discussed in Standard IVA.2.b, the program development process was revised in 2004. Some faculty describe the process as more open and transparent, while others indicate it is more cumbersome and costly in time for the faculty member(s) in terms of the number of groups that must be notified and the corresponding number of required signatures. However, the process was designed to ensure appropriate levels of awareness, scrutiny, and approval at both the college (Academic Senate, APC and SPC) and the district level (DAPC, SPEC).

District-wide advisory committees are invaluable to the faculty and programs with which they work. Vocational faculty rely on these committees to ensure currency of the programs and alignment with industry standards. This dialogue helps discipline faculty clarify how general education and course SLOs integrate into certificate programs. Round two of program review requires all disciplines to develop program level

SLOs. Several developed those outcomes in their first round.

Planning Agenda

- Clarify the manner by which disciplines fulfill their function in the organizational structure of the district and the college
- Continue to utilize, evaluate, and refine (if needed) the new program planning process
- Persist in assessing student progress in achieving SLOs

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

The high quality of educational programs at the college result from institutional dialogue in 2005 that reaffirmed an agreement between the Academic Senate and the administration that defined a program as "...an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education"¹⁷ and specified the processes for developing and substantially revising programs to ensure that "new or substantially changed educational programs respond to student and community needs and involve appropriate and adequate participation by faculty, departments, and the Academic Senate."¹⁸

The college scrutinizes educational programs and the courses that constitute at several stages in the inception and approval processes to ensure that students who complete a program have taken a

sequence of courses that offers the depth, breadth, and rigor necessary to meet their employment or transfer needs. Initiators of occupational programs form advisory committees that meet annually to review and assess their respective programs. Once a program has begun, the advisory committees meet at least once a year; most, however, meet once a semester. During the early stage of program development, it is typical for advisory committees to meet more frequently as they work with occupational faculty to ensure the quality, rigor, and completeness of the program. Occupational advisory committees—consisting of representatives from government, business, or industry—help determine the most appropriate curricular patterns for a program by "forecasting trends affecting training and employment" and by evaluating the "relevance and effectiveness of the ongoing college program relative to industry needs."¹⁹ For example, the Ford ASSET curriculum, established in conjunction with the corporate sponsor and individual dealers, and the Private Security Assistant Certificate Program, which received input from law enforcement, have used their advisory committees to develop the programs. Also, academic programs rely on faculty and, where available, relevant organizations for advisory information. For example, the college's Honors Program is affiliated with The Honors Transfer Council of California.

In addition to the requirement that an Advisory Committee be formed, the curricular patterns of some occupational programs are mandated or strongly influenced by state and local examining, licensing, or accrediting organizations. For example, the Vocational Nursing program is a certificate program with curriculum accredited by the California

Board of Vocational Nursing and Psychiatric Technicians. The associate degree in nursing leading to licensure as a Registered Nurse is accredited by the California Board of Registered Nursing and the National League for Nursing Accrediting Commission. The National Council of State Boards of Nursing administers the National Council Licensure Examination. The Cosmetology program leads to eligibility for the State Board of Cosmetology licensing exam, and the Early Childhood Studies Program fulfills the coursework required for the state-issued Child Development Permit. The high pass rates for Cosmetology and Nursing students attests to the integrity of those programs.²⁰

The curricular patterns for the associate degree are determined internally by the college's philosophy (in Philosophy for the Associate Degree, p. 32 of 2006-07 catalog) regarding the breadth of courses necessary for a general education and by the transfer requirements of CSU and UC.²¹ Academic programs that lead to transfer are influenced by the standards and requirements of the receiving institutions. California Articulation Numbers (CAN) identify equivalent courses,²² and the Curriculum Committee has been revising the template for the Course Outline of Record so that it requires more information regarding the content of new and revised courses to make it possible for receiving institutions to articulate those courses. The approval process requires that the Articulation Officer be informed that a course or program package is being submitted for possible articulation/transfer approval so that departments and disciplines will receive feedback regarding transferability.

The appropriate sequence of courses in a program, determined by the program's originators and advisory committee members, is also reviewed by the Curriculum Committee. Before courses are presented to the Curriculum Committee, the committee's Subcommittee on Prerequisites, Co-requisites, Advisories, and Limitations on Enrollment (PCAL) examines the required exit and entry skills of courses so that it can advise program originators and the Curriculum Committee of the suitability of a sequence. In summary, the Curriculum Committee and its subcommittees continue to enforce the standards to ensure appropriate high quality learning.

Self Evaluation

This standard is met. The college's program-review process requires discipline involvement to achieve the appropriate breadth, depth, and rigor for all courses.

More communication among the various departments and service areas of the college needs to occur to ensure coordination and focus on student-centered learning. The institution also needs to assess all programs/certificates for a better focus on synthesis of learning.

The Ford and GM programs are good examples of the alignment of program's goals with student outcomes. The programs integrate GE courses, lab, lecture, work experience at a dealership, and distance learning. Since Ford and GM require that students are employed (sponsored) while in training, all students are employed at the conclusion of their training unless an anomaly occurs. Also, approximately 80% of the students who

graduate from the Toyota program move into employment with Toyota. The end result of these programs is an educated, employed technician.

Course sequencing within some programs needs to be reviewed to ensure that students entering the program will have all the courses available to satisfy course requirements in a timely manner. Moreover, some students, unprepared or under-prepared for courses or programs, may not be able to complete the curricular patterns in scheduled sequence.

Planning Agenda

- Review and monitor programs to ensure that courses are offered in sequence that leads to completion of requirements in a reasonable amount of time for both full- and part-time students

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The Curriculum Committee's transition to integrated course outlines includes methods of instruction and evaluation to reflect the SLOs and course content.²³ All course outlines stipulate a range of instructional methods that reflect instructor/designer awareness of various learning styles and may include lectures, group and panel discussions, pair and small group activities, the use of instructional multimedia tools, presentations, guest lecturers, writers and clinicians, group research, cooperative/collaborative learning tasks, and other pertinent activities. All these methods are designed to assist students in

stimulating and acting upon the creativity within them. The delivery modes include face-to-face, web-enhanced, hybrid, on-line, teleweb, audio, and computer-aided and are in compliance with the Americans with Disabilities Act Section 508 parameters. Telecourses will be phased out after spring 2007.

If faculty members decide to offer a web-enhanced, hybrid, or on-line section, they must complete the Hybrid Training Academy prior to teaching the course. The Academy trains the instructors in proper distance education instruction methods stressing the need for effective teacher/student interaction.

The college's faculty have access to training that delineates different learning styles and ways to tailor their teaching methods to help them meet students' varied learning styles. Faculty are regularly offered opportunities to update their knowledge and understanding of students' learning needs. These opportunities are provided by on-campus presentations, seminars, conferences, and online instruction. Course outlines require in the Methods of Evaluation section that the course designer be cognizant of a range of methods of evaluation and show that the assignments will actually assess his/her stated student learning outcomes. Multiple modules in 4Faculty.org are available to assist faculty.

Self Evaluation

This standard is met. Although the college has encouraged and assisted faculty to develop alternative modes of instruction and teaching methodologies in a variety of ways, it continues to emphasize the importance of faculty broadening their ability to teach an increasingly diverse population of

students through professional development opportunities and dialogue.

Planning Agenda

- None needed

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

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.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

RCCD has an ongoing, two-pronged program-review system that evaluates courses and programs, including SLOs, in transfer and occupational education fields. Each academic discipline reviews its programs every four years based on criteria that are applied across the district. The discipline faculty prepares the initial document for program review and submits it to the Program Review Committee, which meets monthly during the fall and spring semesters to review

these submissions. Additionally, in 2007, the college implemented an annual program-review component, completed at the discipline level within departments at Riverside City College. This process resulted in 51 annual program-review documents for the college. The occupational education programs participate in the regular cycle of program review, which also includes an annual review.

During the program-review process, disciplines analyze the relevance and appropriateness of courses and incorporate changes into the course outlines of record. This is a faculty-driven process relying on faculty expertise and analysis of relevant data. The supporting data have evolved over the years and come from the Office of Institutional Research.

Subject matter currency evaluation is dependent on faculty expertise. Further, occupational education course and program currency is driven by faculty expertise, work-place changes, industry standards, and input from advisory committee members.

Part of the program-review process involves determining future needs and developing a plan for course/program needs that are identified. Faculty involved in the program-review process evaluate business trends, for example, to determine where to develop new courses or update existing ones. This analysis is integral to a successful program review.

As already discussed in previous sections, the college has developed SLOs for the majority of its courses. In December 2006, the Board of Trustees adopted GE SLOs for all associate degree candidates.

RCCD has an ongoing program-review process that evaluates courses and programs for both GE and vocational education. A central part of this review is the evaluation, integration, and assessment of SLOs. In December 2001, the District Assessment Committee funded eight faculty members to pilot the use of classroom-based assessment techniques. In 2002, the District Assessment Committee initiated faculty training in developing and assessing SLOs. In spring 2006, the Curriculum Committee required SLOs on course outlines of record. These SLOs are to be reflected in individual faculty syllabi.

In addition to the course-based assessment being implemented through the program-review process, the District Assessment Committee has identified student learning outcomes for GE. The District Assessment Committee facilitated the indirect assessment of these outcomes using student surveys. Furthermore, the District Assessment Committee is developing a pilot project that uses direct classroom assessment to sample whether courses that fulfill GE requirements achieve their stated outcomes.²⁴

The college's commitment to a district-wide common core curriculum requires that it develop its assessment tools through the district-wide discipline and program-review structure. However, it is important for the program review process to be integrated with college department-based planning. For this purpose, each department developed an Academic Master Plan in 2005 that relies on the integration of data already assembled in discipline-based (district-wide) program reviews. The process resulted in a series of departmental reports that included the disciplines represented by each department and a division of the

Academic Master Plan in 2005-2006 into separate sections for the three campuses.²⁵

The Curriculum Committee established a procedure for separate review and approval of distance courses in spring 2002 and has brought virtually all distance courses into conformity with ACCJC and stated-mandated requirements. As with all other aspects of curriculum, primary responsibility lies with the discipline faculty, and the primary vehicle for comprehensive review is the program-review process.

All faculty seeking to teach distance education courses must complete a "Hybrid Academy" and successfully teach a hybrid course before they teach courses that are fully online. The Open Campus conducts regularly scheduled seminars to help improve the skills of instructors involved with distance education. The Open Campus administration process checks to ensure that the instructor and the class to be taught online are both approved. In spring 2006, the Open Campus developed an electronic journal, "The Open Campus,"²⁶ which is available to the college's faculty and which has been made available to other community colleges.

Although few common course examinations exist at RCC, there has been an increase in common exams in the past five years in an effort to assess student learning at all levels of the college. The District Assessment Committee has encouraged disciplines to experiment with the use of common exams and norming processes in student writing. For example, the mathematics discipline developed common elementary algebra and arithmetic finals. In fall 2000, the mathematics discipline began

to administer the elementary algebra common final district-wide. The data gathered were analyzed for SLOs reflected in the course outline of record and for common final results by ethnicity and gender.²⁷ However, no validation of effectiveness or test biases has been completed. At RCC, the mathematics department is continuing to refine the arithmetic common final and to utilize pre- and post-testing for elementary algebra and arithmetic.

The English discipline has several on-going assessment projects based on analysis of student writing and norming instructor grading of student writing. In spring 2006, for instance, the English discipline conducted an English 50 (Basic English Composition) assessment project that used as a final exam a common writing prompt designed by the discipline. Instructors were encouraged to participate in the norming and grading session after the exam had been given. The discipline examined the results and prepared a report.²⁸ The English discipline is also preparing for its second English 1A (English composition, or freshman composition) assessment in which instructors evaluate students' research projects, a required element of the class.

The ESL discipline has developed an ESL 55 common final test bank and a file of writing prompts for instructors to use if they desire. The test bank consists of questions that reflect the grammatical content of the course outline of record and have been reviewed by all full-time members of the discipline. The writing prompts are developed and possible bias is discussed at discipline meetings prior to approval. From spring 2006 through spring 2007, the discipline met to grade the finals together. Each session has included norming of instructor grading

and use of a rubric designed to correspond to the student learning outcomes of ESL 55. Data have been collected from these sessions, and a report is available.²⁹ The discipline continues to develop the final exam in concert but has not been able to grade finals together.

External licensing exams play a comparable role for many vocational programs, such as nursing and cosmetology (which are state regulated). Nursing is an example of a department that uses a nationally standardized diagnostic predictor test, which indicates readiness to sit for the National Licensing Exam and validates knowledge of all areas of nursing.

Faculty in the appropriate disciplines regularly review the placement tool (currently Accuplacer) and cut scores to maintain appropriate use of assessment test results. The District Matriculation Department works with discipline faculty and the Office of Institutional Research to conduct validation studies of all placement instruments in math, English, Reading, and ESL. Riverside City College does not engage in mandatory placement, but it does enforce all limitations on enrollment, including eligibility based on placement scores and prerequisites. Students are strongly advised to develop communication and computation skills early in their career.

Self Evaluation

This standard is met. As the college moves from a single college district into a three-college district, there will be issues that arise from the program-review process, such as curriculum changes across the district. Curriculum that is developed must be approved at a district

discipline level. The issues identified in the comprehensive program review self study, developed by the district-level discipline, must be incorporated into the departmental needs of the college. It is anticipated that recent revisions to the program-review process, such as the annual program review at the college-based discipline level, will more adequately promote this integration.

A previous issue involved ready access to comparative data on students, retention, and persistence rates across colleges. Disciplines that were part of the early rounds of program review received data that focused on the age, ethnicity, and other demographic data. Disciplines did not receive data that illustrated ways in which their discipline was statistically above or below institutional rates in retention, success, or persistence. In response to the feedback received from these disciplines, the data now provided to disciplines promote more effective evaluation of comparative student learning within the institution. Disciplines may also request additional institutional data to help facilitate analysis.

The discipline is largely responsible for assessing student needs, developing courses in alternative modes, and evaluating the effectiveness of these delivery systems and modes of instruction. However, no established procedure for evaluating the effectiveness of the courses offered in alternative modes of delivery or unusual scheduling patterns exists, except as limited by the faculty evaluation process.

As disciplines have begun to assess student-learning outcomes, they have tried a variety of methods, one of which is the common course examination. Some of these common exams have been

instituted, while others have simply been used to provide a snapshot of effectiveness as the discipline continues to assess another course for the upcoming semester. Since this is the first time that many disciplines have dealt with creating common course examinations, they are learning how to validate their effectiveness and minimize test biases as the projects proceed. It appears that faculty may have difficulty because they are not experts in validation procedures or producing reports that provide inclusion of evidence of validity. Using multiple measures within assessment and working with Institutional Research are approaches to ensure more integrity within department, discipline, and/or program examinations. The college needs to review the issue of test bias more fully; this issue is also addressed in Standard IIB.3.e.

Planning Agenda

- Develop regular dialogue between the district-wide disciplines and the college-based departments in order to assure the integration and follow-through needed to make improvements to programs and courses
- Provide additional support for discipline faculty working to evaluate the effectiveness of their instruction
- Provide training for disciplines that want to institute common finals in order to learn how evidence should be collected to validate the test and minimize test biases

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.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The scrutiny of curriculum during the program-review process is the vehicle through which faculty members in the district maintain common standards and appropriate rigor in the courses they teach. Program review—a self-study conducted by disciplines, departments, and interdisciplinary programs—assesses the relation to the college mission to curriculum, to specific course outlines, to student learning outcomes, and to general education requirements.

Faculty members maintain professional standards through dialogue with other faculty members outside the institution through conference attendance, statewide committee participation, and discipline-specific association memberships and publications. The dialogue that takes place around the development of a new course also illustrates how the college meets this requirement. If the proposal is a new course, originators have, in the past, included catalog descriptions from three different CSUs, UCs, or community colleges to verify that the course meets the basic content of a similar lower division course at another institution and is transferable.

Success in courses translates into success in completing a degree or certificate. To be used toward certificate or degree requirements, most courses must be completed with a grade of “C” or better. Every course has established (or is in the

process of establishing) student-learning outcomes. A grade of “C” or better indicates that a student has adequately achieved the stated learning outcomes for a course. A cumulative GPA of a 2.0 is required for successful completion of any certificate or degree program.

Riverside City College awards credit for courses, degrees, and certificates based on student achievement of the SLOs. The number of units awarded for lecture and laboratory courses is based on the number of hours the class meets and State-mandated regulations. The hours are reviewed and verified during the technical review of the course prior to Curriculum Committee approval. In addition, the district reviews all new course proposals to ensure the relationship between hours and units are accurate. Units of credit awarded are determined by institutional policies in terms of graduation and transfer. The 2007-08 District Catalog includes the “Philosophy for the Associate Degree” as well as the “Requirements for College Transfer,” including admission requirements for the University of California, the California State Universities, Intersegmental General Education Transfer Curriculum (IGETC), and the requirements for admission to independent California colleges and universities. For occupational programs, the *Occupational Education Handbook 2006* describes the necessary courses and degree applicable to each program.

Self Evaluation

The standard is met. Over its 92 year history, Riverside City College has had the reputation for quality instruction and service to the community. The college gives credit based on generally accepted standards in higher education. Also, it

has nearly completed a comprehensive process of revising course outlines and general education learning outcomes, but the integration of general education SLOs and course SLOs is incomplete even though a structure now exists to facilitate that alignment.

Planning Agenda

- Continue the process of aligning general educational requirements with courses and programs

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.

Descriptive Summary

The district catalog includes a statement on general education that, along with the GE categories, are taken verbatim from Title 5 §55806 (Natural Science, Social and Behavioral Sciences, Humanities, and Language and Rationality). The first three areas may be met by "any course for which the student is eligible"³⁰ in the various broad divisions of study.

From 2004-2006 the District Assessment Committee, which is charged with the responsibility of developing and implementing a comprehensive assessment plan for the three-campus district, facilitated the development of GE SLOs. There are six GE SLOs: Critical Thinking, Information Skills, Communication Skills, Breadth of

Knowledge, Application of Knowledge, and Global Awareness. These GE SLOs were approved by the Board of Trustees in December 2006.

In spring 2006, work on aligning the college's GE requirements with the GE SLOs began.³¹ The District Assessment Committee and an Academic Senate ad hoc committee, comprised of instructors from the major knowledge fields of traditional general education disciplines, are aligning courses meeting GE requirements with the GE SLOs. This project provides the framework for a discussion to determine which courses meet the GE SLO criteria and should be considered GE courses, which courses need revision in order to be included, and whether the college needs to revise the current four-part division of the GE requirements.

Faculty determine the basic course content and teaching methodology. The discipline and then the department must approve any new courses or course revisions. Following the department approval, the Curriculum Committee must approve the courses.

During program review, all disciplines are required to review course outlines of record. Faculty discuss, revise, and implement changes in course SLOs as appropriate. Most disciplines have already revised the official course outlines of record.

Self-Evaluation

This standard is met. The college has general education requirements that have evolved over its 92 year history. However, because of the revision of course outlines to incorporate SLOs and of the efforts to develop general

education SLOs, the college has an opportunity and obligation to clarify its philosophy of the GE requirements and possibly restructure them. The GE SLO Committee recognizes the problem and is addressing this issue.

Another less obvious but equally important weakness is that students can complete the current GE requirements without meeting all of the new GE SLOs. For instance, a student may fulfill the GE requirements without taking any courses that require students “respond to and evaluate artistic expression.” Many students could complete the college’s GE requirements by fulfilling neither the letter nor the spirit of the accreditation standards and State-mandated regulations.

The District Assessment Committee’s future plans include direct assessment of student artifacts through the possible use of an “e-portfolio system”³² that will focus more directly on the product of student work in general education courses and through analyses of GE outcome data being compiled by Institutional Research. Since the Board of Trustees has committed the district to a common student contract and common core curriculum, this work has proceeded on a district-wide basis and continues as a work-in-progress.

Planning Agenda

- Continue aligning GE course requirements with GE SLOs

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

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 the social sciences.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.

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.

Descriptive Summary

The college has a strong commitment to student success in the ability to communicate clearly and effectively, both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.³³

The Breadth of Knowledge GE SLO includes a primary trait to “understand the basic content and modes of inquiry of the major knowledge fields.” This primary trait addresses “an understanding of the basic content and methodology of the major areas of knowledge” as defined in Standard IIA.3.a.

The concept of life-long learning is not new, but the systematic integration of these skills into the GE requirements is a more recent endeavor. RCCD's GE SLOs incorporate the skills necessary for students to become productive, life-long learners as defined both by the Commission in Standard IIA.3.b. and by Title 5 §55805. More specifically, primary traits such as "write with precision and clarity to express complex thought" and "speak with precision and clarity to express complex thought" address oral and written communication; "demonstrate computer literacy" and "locate, evaluate, and use information effectively" address information competency and computer literacy; "analyze experimental results and draw reasonable conclusions from them" and "use the symbols and vocabulary of mathematics to solve problems and communicate results" address scientific and quantitative reasoning; and the range of primary traits under the Critical Thinking GE SLO address critical analysis, logical thinking, and the ability to acquire knowledge through a variety of means.

The five primary traits under the Global Awareness GE SLO directly address the outcome of learning civic principles, ethical responsibilities, and cultural and historical sensitivity. The students at Riverside City College are to

- Demonstrate appreciation for civic responsibility and ethical behavior
- Participate in constructive social interaction
- Demonstrate teamwork skills
- Demonstrate understanding of ethnic, religious, and socioeconomic diversity

- Demonstrate understanding of alternative political, historical, and cultural viewpoints.

Besides articulating these specific learning outcomes, the GE SLOs seek the outcome (under "Communication Skills") that students "listen thoughtfully and respectfully to the ideas and concerns of others," and (under "Breadth of Knowledge"), "respond to and evaluate artistic expression."³⁴

In addition to GE coursework, RCC's clubs and special programs help to instill ethical, civic, cultural, and historical awareness and responsibility. While these special programs and clubs are not part of the college's degree requirements, they affect more than just the students who choose to participate in their activities. Further, faculty involvement with these groups brings the discussion of their activities into the classroom.

To date, the assessment of GE SLOs has been through two means: student surveys and course SLO assessment. In spring 2006, the Office of Institutional Effectiveness, in cooperation with the District Assessment Committee, surveyed recent college graduates and asked them what gains they had made in the skills highlighted in the GE SLOs. In addition to students' self-assessment, assessment of SLOs that began with English, ESL, reading, mathematics, and philosophy is now being implemented on an ongoing, course-by-course basis by all individual disciplines that have completed the program-review process. Since many of the GE-applicable courses have life-long learning skills embedded in the course SLOs, some assessment of life-long learning skills is already taking place. As part of the college's ongoing review of how the GE goals are being met by

courses required to complete a degree, program, or certificate, the District Assessment Committee has chosen several high demand courses in order to focus on how effectively they meet the GE SLOs.³⁵

Of the 25 primary traits assessed by the 2006 survey of graduates, 80% or more of the students reported moderate or significant gains in 20 areas. The GE SLO with the lowest percentage of student-reported gain was “Responding to and evaluating artistic expression” (69.9%). Several steps are being taken to improve this low percentage. For example, the music, theater and dance disciplines have agreed to address this topic in detail in general education courses—i.e., Dance 6, Theater 3, Music 6, 19, 20, 21, 22, 25 and 26. Faculty agreed to include discussion in classes regarding artistic and aesthetic expression in the arts. Special attention will be paid to this topic as each discipline revises course outlines in the future.

Survey results showed that 91.6% of respondents reported “moderate” or “significant” gains in the area of “being a life-long learner, able to acquire and employ new knowledge.”³⁶

During spring 2003, the English discipline used student-writing samples to assess several outcomes for English 1A, a GE-applicable course. The discipline found that 67% of the essays demonstrated adequate or clear competency in the conventions of written English, whereas 8% clearly did not.³⁷ English 1A is due for a second round of assessment in 2007, again looking at the achievement of the written communication skills necessary to a life-long learner.

Self-Evaluation

The standard is met. The greatest weakness with regard to assessing students’ ability to be productive life-long learners is that no process currently exists to assess the application of skills learned in GE courses to subsequent coursework, employment, or other endeavors.

In May 2006, faculty members representing all disciplines offering courses that meet current GE requirements submitted a grid containing the GE SLOs in order to indicate which of their discipline’s courses contribute to the learning outcomes. An overwhelming number of the faculty reported that their courses included the outcome that students learned civic principles, ethical responsibilities, and cultural, historical, and aesthetic sensitivity. The college awaits the full implementation of assessment in order to ensure that courses have achieved these stated outcomes. Producing good citizens is a special obligation that community colleges owe not just their community, but to their state, country, and international community. Hence, the GE SLO committee needs to put a greater emphasis on these SLOs as it continues to evaluate how course SLOs align with GE SLOs.

Planning Agenda

- Continue with plans to assess GE SLOs through a variety of means, including direct measures of GE course SLOs and, possibly, e-portfolios
- Design and implement a plan to assess the long-term application of GE skills in subsequent endeavors

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

Descriptive Summary

The areas of "focused study" for the Associate of Art or the Associate of Science degree, as currently defined in the catalog, fall into five groupings, which are organized around (1) social science disciplines, (2) humanities disciplines, (3) transfer patterns, (4) natural science patterns, and (5) occupational programs. Only the fifth area leads to completion of a program that could clearly be described as "one area of inquiry or in an established interdisciplinary core." In 2005-2006 the college granted 1,121 associate degrees.

Also, the general education requirements for the Associate in Arts and the Associate in Science have an interdisciplinary core. The specific core areas are listed in the district catalog.

In addition, the catalogue offers a number of curricular patterns for students who wish to emphasize a focused area of study.

Self Evaluation

The standard is met. While it is clear that vocational students completing specific Associate of Science patterns meet this standard, it is less clear that students completing Groups 1 through 4 meet the standard for a single area of study. The Riverside City College Academic Senate has begun discussion about whether to develop disciplinary "majors" for the AA and AS degrees or to maintain the philosophy of an interdisciplinary core

for the degrees. The debate is ongoing at this time.

Planning Agenda

- Continue discussion regarding the nature and structure of focused and interdisciplinary programs
- Seek empirical data that clarifies the correlation between identification and pursuit of a major program at the two-year college and successful persistence and transfer

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

Descriptive Summary

The college's vocational and occupational programs maintain a close working relationship with business and industry through the Industry Advisory Committee structure.³⁸ The Industry Advisory Committee plays an important role in providing timely information to each discipline about the community's employment needs, expectations of workers, requirements for licensure and certification, equipment, facilities, and industry trends. Each occupational program selects and invites community members to serve in this advisory capacity. Members represent a broad range of stakeholders related to the occupational program, such as employers, labor union representatives, suppliers, government officials, members of licensing agencies, educators, equipment manufacturers, and small business owners. Each program is encouraged to meet with its Industry

Advisory Committee twice per year, and is required to meet at least once per year. The Associate Vice Chancellor of Occupational Education keeps minutes of the meetings on file.³⁹

All curricular matters, such as new courses and programs or course and program revisions and deletions, are discussed with the Industry Advisory Committee as evidenced by required signature on the Curriculum Committee's Course and Program Proposal Forms.⁴⁰ Advisory Committee members have first-hand knowledge of students' preparedness to meet industry employment standards and expectations for technical competency, professionalism, and licensure. One of their most important roles is to provide feedback to occupational program faculty about the students they receive in the workplace as interns and employees. The occupational programs value this input and utilize it to make informed decisions about program structure and content.

The college's exceptional pass rates, over 90% since 2002-2003, for Cosmetology and Nursing students, attest to the quality of instruction in the vocational areas. In addition, the college granted 315 state-approved vocational certificates and 982 locally approved certificates.

Self Evaluation

The standard is met. The close working relationship between occupational program disciplines and the business community has great benefit to developing occupational programs that prepare students to meet employment standards. While it is relatively easy to quantify the technical competency of students in occupational areas that require external licensure, occupational

areas that do not have such licensure requirements depend on the less structured anecdotal input of Industry Advisory Committee members to evaluate students' success in meeting employment expectations. Although the lines of communication are open and active between occupational programs and their related industries, a more formalized mechanism for gathering specific and quantifiable data is warranted. When developed, this measure will be used to gather performance data relative to RCC students in the workplace. The results will be shared with faculty in the occupational disciplines to inform programmatic changes and improvements.

Planning Agenda

- Work with RCCD Institutional Research to develop an instrument to measure both employers' and students' perceptions of RCC occupational education students and/or graduates

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

Descriptive Summary

The college describes its educational courses and programs annually in the

catalog. Faculty and administrators review the information for clarity, accuracy, and thoroughness. Through the Student Handbook, students are advised to meet with a counselor and to complete an education plan tailored to their area of study. These Student Education Plans (SEPs) are the student's roadmap to success. In fall 2006, the Transfer Advisory Committee designed and distributed through the college large SEP posters to encourage students to make a counseling appointment and complete an SEP.

For prospective students the college promotes an understanding of college and course information through Student Services, which sponsors the Outreach Program. Outreach personnel give presentations to local high schools and community organizations and participate in career and college fairs. The concurrent enrollment program allows high-school students to take courses at the college and provides an early exposure to the college experience, services, and activities. The college's Student Ambassadors visit local high schools on a weekly or as-needed basis to provide current information on college programs and services.

Transfer degree patterns and policies are detailed in the catalog and further defined in the SEPs. In the catalog, GE objectives and course requirements are clearly defined and explained. GE SLOs will be printed in the 2007-2008 catalog. The college publishes annually an Occupational Education Handbook describing all the occupational certificate and degree programs. The purpose, content, and course requirements are explained for each certificate program, but the SLOs are not described. Faculty in CIS have begun the initial work of

developing SLOs for their certificate programs.

In addition to a broad range of courses articulated for transfer toward general education requirements and certified to meet IGETC requirements, the college has reached lower division major articulation agreements with several California State University campuses, eight University of California campuses, and six other universities. Using the ASSIST⁴¹ (Articulation System Stimulating Interinstitutional Student Transfer) database students can see that the college's agreements with these universities cover up to 125 majors in as many as 85 departments.

The Transfer Center has developed a comprehensive plan for 2005-2008 that lists the Center's goals. Further, the Transfer Center maintains handouts that cover all aspects of transfer. Students are given every opportunity to receive this information in a semester-by-semester meeting with counselors and/or via workshops, e-mail notices, web-site information, transfer day activities, and meetings with the Transfer Center staff. The transfer information is summarized in the catalog and in each semester's schedule of classes.

Articulation agreements are constantly being revised. The Articulation Officer notifies discipline and department faculty members when an articulation request is denied so that faculty can revise and resubmit the course for articulation.

Changes usually entail revisions to the course outline of record and subsequent approval by the Curriculum Committee. The Admissions/Counseling Office has flyers describing each certificate that

includes the current requirements for the certificate.

To address the need of students to receive clear and accurate information about courses, syllabi are required for each course. The full-time and part-time faculty evaluation process helps to ensure the fulfillment of this requirement, by requiring a review of syllabi for completeness and inclusion of SLOs. The evaluation process provides a snapshot for measuring adherence to the course outline of record.

In fall 2006, all faculty were asked to provide an electronic copy of their course syllabi to their department to ensure student accessibility. Faculty have also been asked to include course SLOs in syllabi.

Self Evaluation

This standard is met. In general, the college publishes all its courses, programs, certificates, and degree patterns in a clear and concise manner. The catalog and *Student Handbook* have a wealth of information about all aspects of attending the college. Student Education Plans further state and clarify the path for certificates, degrees, and programs. To increase students' understanding and completion of their SEP, a more regular review of the SEPs should be conducted.

The *Occupational Education Handbook* is updated and published every year and contains all the certificate program requirements. Although the information can be dense, it does provide a complete display of all certificates. Curricular patterns in the *Occupational Handbook* are updated annually to mirror the information in the RCCD catalog. Since

the district does not currently have a mechanism to award certificates automatically upon completion, one solution has been to dedicate staff resources to identify students eligible for certificates that makes it possible to award certificates when requirements have been completed.

The District Assessment Committee has identified GE SLOs for Academic and Vocational Degree Programs, and work has begun to align the SLOs of courses with the GE SLOs. The GE SLOs need to be more widely published to increase student awareness of and accessibility to them. The GE SLOs will be published in the 2007-08 District catalog and other publications that are available to the college community.

The Transfer Center and its staff do an excellent job maintaining an extensive list of degree pattern handouts and articulation agreement information that is available to the student body. Its three-year master plan provides focus and direction for its staff, which ultimately benefits the students.

Planning Agenda

- Include GE SLOs in the college's publications
- Review *Occupational Education Handbook* for clarity and to improve dissemination of changes in certificate program requirements
- Conduct regular review of SEPs

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for

transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified the college develops agreements as appropriate to its mission.

Descriptive Summary

Information regarding the college's Matriculation Services can be found on-line⁴² as well as in the catalog.

Information about the services is also available at college orientations, through the college's counseling services, and at community presentations.

Both the Matriculation and Articulation Officers are actively involved in the college's curriculum development process. Based on standards derived from state regulations, high-school courses are articulated with the college's courses. For example, the college developed a high-school English course with the Jurupa Unified School District that allows students to enter freshman composition. RCC instructors meet with the high-school teachers to score essays using a holistic approach. The college's Office of Occupational Education holds an annual retreat inviting high-school teachers from twelve local high-school districts to address the details of articulation of high-school courses with the college's courses.

In addition, the college has articulation agreements with UCs and CSUs through a process that starts with the course originator identifying the comparable courses at transfer institutions. The college's Articulation officer attends Curriculum Committee meetings and is given new and revised courses outlines ahead of time in order to evaluate the feasibility of articulation. The catalog has a detailed section that identifies clearly

the requirements for college transfer, including the Inter-segmental General Education Transfer Curriculum (IGETC) and the general education requirements for the California State University. In addition, the CSU system has established agreements with the college and informs the college whenever a course outline needs updating to comply with their standards. This facilitates uninterrupted maintenance of articulation agreements between the college and the CSU system.

To further assist students who transfer to the college, transcript evaluation services are available through the Evaluation and Matriculation Offices to determine the equivalency of transfer courses from both domestic and foreign schools. Evaluators and matriculation specialists use information from catalog descriptions and notations on transcripts to determine equivalency. When the courses do not demonstrate clear equivalency, the matriculation specialist sends the matriculation appeals, with all the appropriate backup material, to the faculty in the discipline to approve or disapprove the course equivalency

Self Evaluation

This standard is met. Through the processes described above, the college ensures transfer of credits both into and out of the institution. The standard of good practice to include student-learning outcomes into course outlines of record and to perform SLO comparisons with other institutions are recent ones at RCC, as at many institutions. The CSU and UC systems request the course outlines of record when the college seeks articulation with those systems. RCC's course outlines include SLOs, course descriptions, and course content that the CSU and UC systems evaluate. When

RCC receives requests to accept credit from other institutions, it reviews, if available, the official course outlines of record, the course descriptions from other institutions, and sometimes course syllabi to make its assessment.

Planning Agenda

- Develop improved methods for comparing expected outcomes between RCC and other institutions

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

Descriptive Summary

Most courses have “equivalencies” which would allow a student to continue even with a course deletion/program change. Occasionally, a student will seek equivalence for a course to complete a certificate program or as a substitute for a course that is not being offered at that time. In these cases, faculty in the area make a decision about course equivalence. Discontinuation of entire programs has been rare at the college. When programs have been discontinued or more typically, when a program is undergoing a significant change, alternative courses or options are made available so that all affected students have the opportunity to complete the program in its current form. Culinary and Toyota T-Ten are two examples of programs in which this occurred. In spring 2006, the Interim Dean of Instruction requested that the Riverside Academic Senate develop a policy for program discontinuance.⁴³ A draft policy was prepared by the end of spring

semester and forwarded to the Academic Senates at Moreno Valley and Norco and to the administration for review.

Self Evaluation

This standard is met. Until spring 2006, the college had not drafted a policy to address elimination of classes or major changes in programs. There was no institution-wide mechanism for advising students on how to change or complete their curriculum pattern in a timely manner in these circumstances. In practice, however, the college has continued to offer the classes students need even after a program has been discontinued to provide every opportunity for students to complete the program. At present, the college is moving to develop an official policy. The Riverside City Campus senate recognized the need for a policy for program discontinuance, drafted it, and passed the proposed policy in May 2006. The college is waiting for the other two senates to pass the policy. When significant changes are contemplated for a program, affected students are advised about options for completing a program before it is either eliminated or changed significantly.

Planning Agenda

- Complete review, amend (if necessary), and adopt policy on program discontinuance at the district level

II.A.6.c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public and its personnel through its catalogs, statements and publications including those presented in electronic formats. The college regularly reviews

institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Descriptive Summary

The college uses both print and electronic to inform prospective and current students, the public, and the faculty. The Office of Academic Affairs supervises the annual updating of the catalog and the review and preparation of the schedule of classes. The Curriculum Committee recommends changes in curriculum, curriculum procedures, and policies. The changes are approved by the Board of Trustees before being printed in the catalog or posted online. The catalog serves as a contract with the student to describe regulations and policies concerning academic programs.

The schedule of classes includes clear and accurate explanations of the college's policies and procedures and contains class schedule information. It is available in printed form and online for all four academic terms. Policies and procedures are reviewed regularly. Each schedule is updated and improved before it goes to press or is entered online. The online version of the schedule of classes is different from the print version, and the student must read the requirements section of the online catalog in order to have all the information needed.

The *Student Handbook* is given to students during orientation; it is available in the Admissions/Counseling area and will be available online soon. It has detailed explanations of the college's educational terminology and clearly explains policies and procedures of the college. It explains how to write an educational plan. The *Student Handbook*, which includes information on certificate

and degree programs and courses needed for transfer to four-year institutions, is reviewed by college personnel and updated annually.

The college publishes annually an *Occupational Education Handbook* describing in detail all the occupational certificate and degree programs. The Admissions/Counseling Office has flyers and brochures that include the current requirements for each certificate.

The RCCD's website offers links for students, faculty, staff, the community, and alumni. The college has a Webmaster who is in charge of reviewing and keeping the website current.

The district and college have many publications and newsletters to keep students, faculty, staff, and the community informed. These newsletters include the following: *The RCCD Focus*, *RCC Reports*, *ECS Newsletter*, *Financial Aid Newsletter*, *Matriculation Newsletter*, *Occupational Education Newsletter*, and *Workforce Preparation Newsletter*.

Self Evaluation

This standard is met. The college and the district provide a variety of publications to inform students, faculty, and the community about institutional policies. The publications are in print and on the college website. The catalog, the *Student Handbook*, the schedule of classes, with all its policy information, and the various reports and newsletters are revised with each publication. In addition, official Board policies are available on the college website. Each year before the district catalog is revised for printing, every constituency of the college receives the section relevant to it for review to ensure accuracy and currency.

The college is promoted through various types of media. Although no policy/procedure manual exists, the Public Affairs Office assists with layouts, verbiage, graphics, and photos for brochures, publications, and marketing materials. Currently the college does not have a policy and procedure manual for writing and designing publications—such as brochures, memos, newsletters, and faculty, and department web pages. The Public Affairs Office is working with others on campus, such as Production Printing, to create a Style Guide to assist faculty and staff in creating publications, such as brochures, for students and the public.

In the occupational education area, faculty who are in charge of certificate programs create their own brochures. The Office of Occupational Education hired a marketing expert to provide professional development to faculty and staff about the marketing of certificate programs. The expert provided suggestions for improving the marketing of the certificate programs.

The college has a wealth of information available on the college's website. It is always a challenge to keep it current. The *Occupational Education Handbook* is published annually in print and electronic form.

Planning Agenda

- Analyze the expert marketing advice for certificate programs publications and make decisions and plans to implement changes
- Standardize publication guidelines and train faculty in these guidelines
- The District web master and Public Affairs Office will monitor the college's web site to make sure that

the latest print version of publications is also available online

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

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

Descriptive Summary

On June 3, 2003, the Academic Senate passed Resolution #76 "Academic Freedom." The Board of Trustees and the Senate had consulted collegially in developing this policy. On June 17, 2003, rather than adopt the Senate's policy, the Board of Trustees voted unanimously to endorse the American Association of University Professors (AAUP) "Academic Freedom Principles."

The college includes statements on academic freedom and professional responsibility in the online *Faculty Handbook*, which makes it clear that the institution understands the central importance of academic freedom. The college endorses the of AAUP's Statement of Principles on Academic Freedom and Tenure: "Academic freedom is essential to these purposes and applied to both teaching and research. Freedom in research is fundamental to

the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.”⁴⁴

While instructors enjoy the academic freedoms that are necessary for the advancement of truth and learning, these rights come with responsibilities. Hence, the *Faculty Handbook* also states “institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.”⁴⁵ More specifically, the *Faculty Handbook* references the Academic Senate’s “Code of Ethics,” where it is explicitly stated that when faculty “speak or act as private persons, they avoid creating the impression that they speak or act for the college or universities,” and that more generally, “faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.” Thus, the *Faculty Handbook* makes it clear that faculty ought to make a distinction between editorializing and reporting accepted views in their discipline more or less “objectively.”

Though the importance of distinguishing between personal conviction and the accepted principles of academic disciplines is explicit in both the *Faculty Handbook* and the Faculty Senate’s “Code of Ethics,” the distinction is only implicit in the faculty evaluation or “Improvement of Instruction” process of peer review.

Self Evaluation

This standard is met. The Board of Trustees has endorsed the AAUP academic freedom statement. The

statement is contained in Board Policy 4030, Academic Freedom, which was accepted for first reading on April 22, 2007 and subsequently approved by the Trustees on May 15, 2007.⁴⁶

While the Board has endorsed the AAUP position on academic freedom, that endorsement was not widely publicized in college publications. The statement is now included in the 2007-2008 district catalog and fall 2007 schedule of classes and will appear in all future publications of the schedule and catalog as well as in the *Faculty and Student Handbooks*.

The college could make the aspects of the culture of academic freedom that are implicit more explicit, by assuring that all new faculty members are informed about the rights and obligations of academic freedom. The college should ensure that new faculty orientation directs new faculty to read the statement found in the *Faculty Handbook*.

Planning Agenda

- None needed

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

Descriptive Summary

Cheating and plagiarism have become increasing problems on college campuses nation-wide. Technology advancements have greatly enhanced information accessibility but also the potential for academic dishonesty. In response to this issue, in 2004, the RCCD policy on plagiarism was reviewed by an Academic Senate ad hoc committee comprised of faculty and administrators. The policy

was revised and presented to the faculty and to the Associated Student Council (ASRCC) for their review and approval. The policy was then presented to the RCCD Board of Trustees for approval and acceptance as a revision to Board Policy 6080⁴⁷ and is printed in its entirety in several district publications, including the *Student Handbook*, both as traditional hardcopy and online.⁴⁸ Board Policy 6080, Student Discipline and Due Process, was updated in 2006 and will become part of new Board Policy 5500 and Administrative Procedure 5520 in 2007.

The revised policy provides many options for faculty members in dealing with cases of plagiarism and cheating and as well as for students in ensuring due process procedures. In the online version of the *Faculty Handbook*,⁴⁹ not only is the policy included, but a narrative is provided that presents legal issues and scenarios for faculty members to consider in cases of academic dishonesty. This site also provides a link under the same heading of “Classroom/Student Issues” to “Course Syllabus,” which provides a sample syllabus with the encouragement to include the policy on academic honesty in all course syllabi. The sample syllabi are linked to the 4faculty module “Building Your Syllabus.”

An academic integrity statement has been added to the students’ exam blue books. The college bookstore has agreed to the printing and publication of this statement and made these blue books available for purchase by the students in spring 2006. In spring 2007, the statement will be added to the catalog in the “Student Life⁵⁰” section as well as in the schedule of classes under “Academic Matters.”

In more specific examples, the English and Speech Communications Department

includes the policy on academic honesty in its Department Course Guidelines,⁵¹ which are distributed at the beginning of each semester to all students who are taking English, speech communications, reading, and/or ESL courses. The English discipline includes the policy in its specific course guideline distribution packets⁵² as well as in its English Discipline Faculty Handbook.⁵³

The college has also provided faculty with access to technology websites and programs, such as Turn-It-In.com, to be used for academic honesty issues. Faculty workshops on the use of these programs as well as prevention and safeguards for plagiarism and cheating have been offered numerous times at the beginning of semesters and throughout the academic year. One workshop example is “Cheating: How to Detect It, Handle It, and Prevent It.”

Faculty members bring attention to academic integrity in a variety of ways as well within their classroom practices. Placing sections of Policy 6080 in their syllabi, presenting class lectures and discussions, and providing activities and handouts are just some examples of how faculty members incorporate this topic into the classroom.

Self Evaluation

This standard is met. Despite the Student Discipline and Due Process Policy’s placement in various college publications, direct accessibility to the policy should also occur on the college website (www.rcc.edu) with links to the student and faculty handbooks.

For faculty, continuous and increased dialogue should occur on the topic of academic honesty, especially in terms of

faculty development, addressing both the traditional and online classroom environments. The broader topic of academic integrity should be discussed by faculty across departments and disciplines.

Planning Agenda

- Encourage college departments and disciplines to include the policy in any departmental guidelines that are distributed to students
- Add policy to the college website, Web Advisor, and the Writing Reading Center (WRC) website, www.academic.rcc.edu/wrc

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

Descriptive Summary

Riverside Community College does not require nor seek to instill specific beliefs or world views beyond that of cultural diversity as appears in the *Mission Statement* and general academic standards, such as academic honesty.

Self-Evaluation

This standard does not apply. Riverside City College is a public institution that defines its mission to serve the general community.

Planning Agenda

- None needed

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

Descriptive Summary

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

Self Evaluation

This standard is not pertinent to the college.

Planning Agenda

- None needed

List of Evidence

- ¹ *RCCD Fact Book 2007, Riverside City Campus Student Demographics*
- ² *RCCD Diversity Scorecard Report*
- ³ *Occupational Education Handbook 2006*
- ⁴ *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006, pp. 1-2
- ⁵ *The History of Instructional Program Review*, November 1, 2006.
- ⁶ *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006 and *Tentative Agenda for the 2006-07 Academic Year*.
- ⁷ *Riverside Community College District Instructional Programs Self-study Resource Guide*, September 2006.
- ⁸ Cindy Pardee, Community Education Supervisor – email to Chip Herzig, 10-30-06
- ⁹ RCCD Curriculum Handbook.
- ¹⁰ Course Outline of Record Writing Guide, rccdfaculty.net
- ¹¹ RCCD curriculum templates.
- ¹² http://rcc.edu/catalog/2007-08/catalog_0708.pdf
- ¹³ Riverside Community College District Program Development Process (New or Revised Educational), January 2005
- ¹⁴ Instructional Program Review Comprehensive: Background and Guidelines, Round Two, 2007 – 2010, March 2007.
- ¹⁵ *RCCD Outcomes Assessment Update*, Spring 2007, Vol. I, Issue 1.
- ¹⁶ Completed program review self-studies and assessment reports, <http://www.rccdfaculty.net>
- ¹⁷ *New Program Proposal Process*, January 2005
- ¹⁸ Ibid.
- ¹⁹ Occupational Education Advisory Committee Handbook.
- ²⁰ Nursing pass rates.

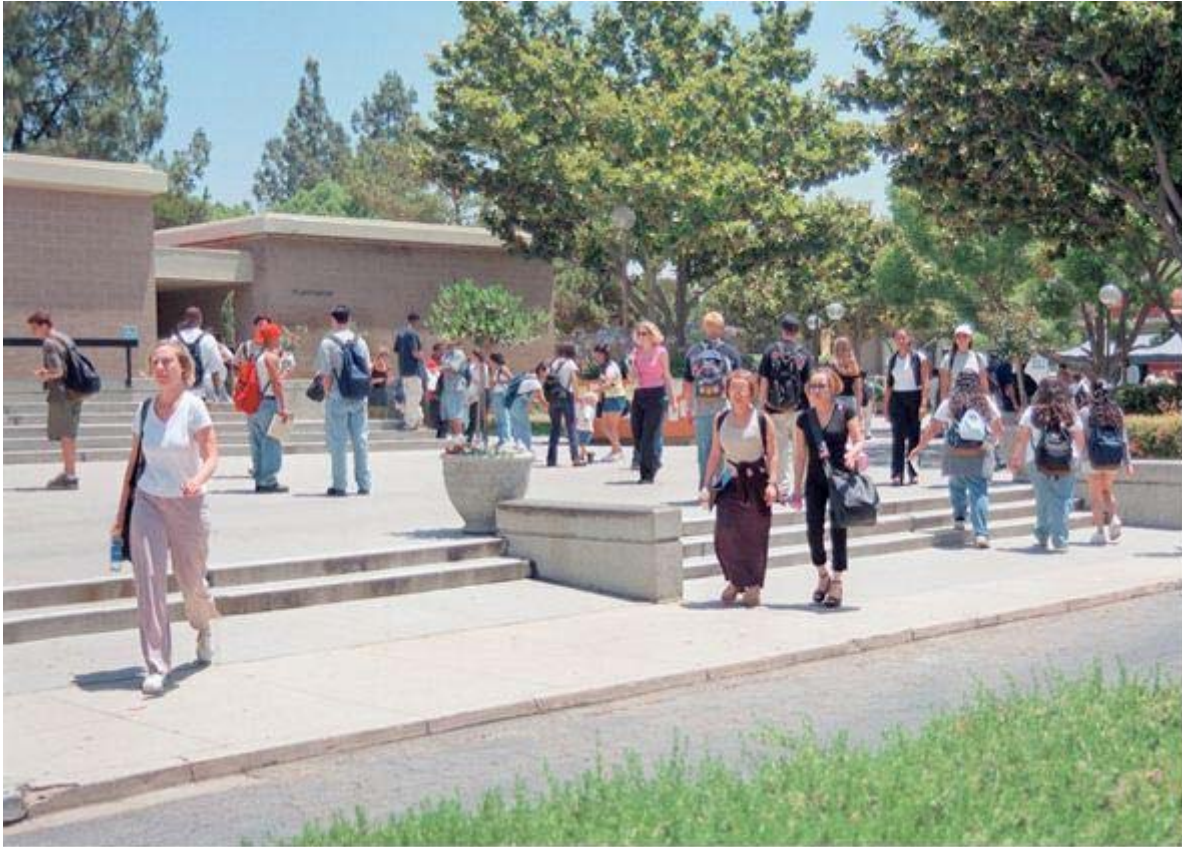
2002/2003		2003/2004		2004/2005		2005/2006	
# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
98	94.90%	114	87.72%	101	94.06%	117	94.02%

- ²¹ *RCCD 2007-08 Catalog*
- ²² Despite the withdrawal of CSU from CAN and its dissolution, the existing numbering system continues to be helpful to students.
- ²³ Definitions of MOIs and MOEs
- ²⁴ Records of the Academic Senate GE ad hoc committee
- ²⁵ Riverside City College Academic Master Plan.

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- ²⁶ Copies of “The Open Campus”
- ²⁷ *Elementary Algebra Redesign Assessment Report*, by Susan Mills & Sheila Pisa, available at <http://academic.rcc.edu/dac>
- ²⁸ English 50 Assessment Report
- ²⁹ *English 60A/B/ESL 54 & 55 Assessment Report*, available at <http://academic.rcc.edu/dac>
- ³⁰ *RCCD 2007-08 Catalog*
- ³¹ RCCD Gen Ed SLO grid.
- ³² *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006
- ³³ *RCCD 2007-08 Catalog*
- ³⁴ AA AS Outcomes document of March 6th, 2006.
- ³⁵ *RCCD GE SLO Review*, by Richard Mahon.
- ³⁶ General Education Student Learning Outcomes Survey, Graduates, Spring 2006
- ³⁷ Report on English 1A Assessment, 31 July 2003, by Arend Flick
- ³⁸ Occupational Program Industry Advisory Committee Handbook.
- ³⁹ Minutes of Occupational Program Industry Advisory Committees.
- ⁴⁰ Curriculum Committee Course and Program Proposal Forms.
- ⁴¹ Copy of Assist printout
- ⁴² [http://www.rcc.edu/student Services/matriculation/matriculationplan.pdf](http://www.rcc.edu/student%20Services/matriculation/matriculationplan.pdf)
- ⁴³ Program Discontinuance draft policy.
- ⁴⁴ *RCCD Faculty Handbook*, section on Professional Responsibilities.
- ⁴⁵ Ibid.
- ⁴⁶ RCCD Board Policy 4030, Academic Freedom,
<http://www.rcc.edu/board/policies/4030.pdf>
- ⁴⁷ RCCD Board of Education Policy
“Student Discipline and Due Process; III. C. Disciplinary Action”
<http://www.rcc.edu/board/policies/6080.pdf>
- ⁴⁸ *RCCD Student Handbook 2005-2006*
“Rights and Responsibilities; VI. C. Disciplinary Action,” 46
- ⁴⁹ *RCCD Faculty Handbook*
“Classroom/Student Issues – Cheating”
<http://www.rccdfaculty.net/handbook>
- ⁵⁰ *RCCD 2007-08 Catalog*
“Student Life – Discipline”
- ⁵¹ English and Speech Communications Department Course Guidelines
- ⁵² English Discipline Course Guidelines
- ⁵³ English Discipline Faculty Handbook

Standard II.B





Standard II: Student Learning Programs and Services B: Student Support Services

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Standard II: Student Learning Programs and Services

II.B. Student Support Services

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

Riverside City College Student Services is dedicated to providing a student centered environment to enhance academic achievement.

These comprehensive services include:

- Admissions and Records
- Assessment Center
- Career and Transfer Center
- Counseling Department
- Disabled Student Services and Programs (DSP&S)
- Extended Opportunity Programs and Services (EOP&S)
- Health Services
- Job Placement
- Matriculation
- Outreach Services
- Puente Program
- Student Activities
- Student Financial Services
- Title V/CAP

- Tutorial Services
- Ujima
- Workforce Preparation.

The Student Equity Plan¹ and Diversity Scorecard² demonstrate that the student population is a reflection of the age, ethnic and gender make-up of the community. The college recruits, admits and serves students with various disabilities, academic preparation levels and educational goals.

Student services support the student from application to commencement. Many of the college's service areas are models in the state. Student services leaders participate in local, regional and statewide organizations to improve effectiveness of programs. Riverside City College has facilitated state-wide matriculation research which demonstrates that orientation, assessment, and counseling have a positive impact on student success.

Since fall 2005, all areas in student services have participated in an annual program review process, which includes program evaluation, identification of strengths and weaknesses, documentation of existing and projected staffing needs, and the development, implementation, evaluation, and utilization of results for both Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs). The annual program review cycle and the assessment of outcomes lead to budget allocations for the subsequent year.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of

delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The mission of Riverside City College states: “Riverside City College empowers a diverse community of learners toward individual achievement, success and lifelong learning by providing comprehensive services and innovative educational opportunities.”

To achieve this mission, Riverside City College offers a comprehensive range of student services, which facilitate students’ entry into the college, meet a variety of student needs, and enhance students’ ability to attain their educational goals. These programs and services are subject to regular evaluation and improvement based on evidence gathered in the program review process. All college student services areas utilize technology to effectively and efficiently deliver services. The matriculation process, which encompasses admissions, counseling, orientation, assessment, and academic follow-up services, uses technology extensively. State regulations mandate matriculation standards to assist students in developing and achieving appropriate educational goals.³ After applying for admission, students receiving matriculation services take the assessment tests in English, mathematics, and reading, attend a new student orientation conducted by a counselor, complete at least a one-semester educational plan, and receive follow-up services. All first-time college freshmen with goals of obtaining a degree or certificate, identifying career interests, preparing for a new career, acquiring job skills and/or improving basic skills are required to complete assessment,

orientation, and counseling prior to registering for classes. All students receive follow-up services, including an early alert process and a student progress system.

Admissions and Records is responsible for the following services: student application, registration, student fees, issuance of transcripts, subpoena processing, evaluations, degree and certificate applications/process, graduation, veterans’ services, student education records, faculty records, and records retention.

RCC offers an online application in English and Spanish. Paper applications are also available in English only. Computers are available in the lobby of the Admissions and Records (A&R) building, with A&R staff available on site to assist students with the application and registration process. During peak registration periods, Outreach staff help students with registration in an adjacent building. A Call Center is operational just prior to and during the first two weeks of each term to provide personal assistance for individuals seeking information or needing help. Students applying online receive an e-mail response with information about the college. Students without an e-mail address are assigned one by the CCC Apply (California Community College Apply) online application and are given instructions on how to log into the website and read e-mail messages. All applicants receive a letter in the mail with their student ID number and information about assessment, orientation, and registration.

Application and registration information is available on the college website, in the

Student Handbook, the college catalog and in the class schedule. The telephone registration system, Phone-Reg, is available to students, but 80% of RCC students now use online services. In addition to the online application, other online services include search for classes, registration, unofficial and official transcripts, enrollment verifications, and forms to change information and education goals. Online services provide students with the ability to check if the college has received transcripts.

Admissions and Records is moving toward a paperless operation to enable students and faculty to conduct basic procedures online and on demand. In addition to the online services already mentioned, students can view their grades after the term ends. As of winter 2007, faculty submit all census, final grades, and positive attendance rosters online.

Veterans Services provides students with documentation for all Veterans Administration requirements and RCC policies/procedures. After a student's prior credit is evaluated, a counselor assists the student with developing a Student Educational Plan. The Veterans Services Office certifies students with the Veterans Administration, which enables students to receive funding for approved classes. RCC students interested in the ROTC commissioning program can enroll in the Army ROTC program through a cooperative arrangement sponsored by the Claremont Colleges and the Army. Students can take the preliminary ROTC training at no cost while attending RCC. Air Force Reserve Officer Training Corps (AFROTC) offers two, three, and four-year programs leading to a commission as a second lieutenant in the US Air Force.

In 2005-06, the Riverside Assessment/Placement Center tested more than 6,500 students. The majority of tests are for first-time college students who need to establish their preparation levels in English, mathematics, and reading. RCC uses a computer-delivered adaptive format test, Accuplacer Online. ESL students have the option of taking the Proficiency Test in English as a Second Language (PTESL), a test developed by RCC ESL faculty, to establish the appropriate placement level of ESL. Testing services are available at several locations and in a variety of adaptive formats. These services are available at local high schools five months each year. Assistance with test preparation is available online.⁴ Upon completion of placement testing, students are advised to complete an Orientation/ Group Counseling appointment before enrolling in courses.

Orientation/Counseling sessions are offered during registration periods. During these sessions, students review the *Student Handbook* and discuss their placement results with counselors and/or educational advisors. A team of counselors attends during the last thirty minutes of orientation sessions to assist students with the development of their first semester educational plans. During peak enrollment time, the college hosts Days of the Tiger to ensure that all first-time college students are provided access to orientation and counseling. This is a special event that provides students with valuable information and a sense of "community" composed of learners and committed staff. During these pre-enrollment services, students are strongly encouraged to make an appointment with a counselor during the following term to

develop a full educational plan.

Throughout the term, counselors are available to assist students with educational and career planning. Research demonstrates a strong positive correlation between the development of an SEP and student retention and success.⁵ Thus, counselors emphasize the development of a comprehensive student educational plan (SEP). During the 2006 calendar year counselors assisted 3,744 students with the development of SEPs. Counselors have developed specific counseling interventions to address the needs of instructional programs. For example, counselors meet on site at the Culinary Institute to develop educational plans with students.

The Counseling Department delivers services through the Transfer/Career Center. The Career Center's mission is to provide guidance to students in developing lifelong career plans. The Career Center offers a framework for individuals to define and achieve their educational and occupational goals and to prepare for a diverse and changing society. The Career Center provides counseling appointments, career exploration tests, a resource library, on-campus occupational tours, career workshops, Career Fest, computer access to utilize internet resources, career assessments and a monthly calendar of events. The Transfer Center is dedicated to preparing students for transfer to baccalaureate-level institutions through coordination of college transfer efforts, with an emphasis on the preparation and transfer of under-represented, disabled, first-generation, and low-income students. The Transfer Center provides information on transfer requirements and

major preparation, campus tours, transfer institutions' catalogs, Internet resources, college/university applications (including online access), transfer workshops, fall and spring transfer days/nights, transfer recognition ceremony, and visits from university admissions representatives.

Student follow-up services include probation and dismissal workshops that are available online and in person. The Counseling Department utilizes technology to schedule student appointments, remind students about these appointments, and to inform students about important deadlines and special programs for which they qualify. Upon request, counselors conduct basic skills classroom presentations to inform students about the benefits of utilizing available services. The college conducts an early alert process to notify students showing signs of early academic difficulties of support services that are available to assist them.

To assure the quality of services, Student Services and the Counseling Department perform extensive program reviews. As part of assessing effectiveness, service areas collect data and analyze institutional data such as:

- Student retention, persistence, success, and transfer rates
- Degrees and certificates awarded
- Student satisfaction levels.

Data are discussed and service areas are improved as needed. In addition, students complete assessments of online student services in areas such as Admissions and Records, Financial Aid, and Counseling. The results are analyzed in program review.

Self-Evaluation

This standard is met. Riverside City College provides excellent services to ensure that students meet their educational goals. Student Services has adapted to meet the changing needs of students as they take courses in a variety of modes and locations. This is demonstrated by the growth in online services as well as the availability of services at all physical locations.

Student Services enhances achievement of the mission by catering services to fit the needs of specific instructional programs, as evidenced by counseling initiatives to address automotive, culinary and cosmetology student needs.

As a result of student feedback, online services have been improved to both ease and speed the processes. Student response to online services has been positive.⁶

Currently, on-campus student services offices are located in several buildings. A new Student Services building is planned for completion by 2012. It will consolidate services in one building providing a more efficient, student-friendly, cost-effective way to deliver essential support services for students. In the meantime, brightly-colored tiger paws have been strategically placed to delineate common pathways between services. Additionally, the Outreach Office provides assistance for students during registration.

The college continues to explore electronic methods of communicating with students via the Internet and e-mail. Student e-mail accounts will be provided to all students by summer 2007. An

extensive marketing campaign is planned to notify students that this will be the primary means of communication used by the college.

Planning Agenda

- Continue to improve signage, maps and directional indicators to existing buildings and service locations
- Work with emerging instructional programs to tailor services to student need

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

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

II.B.2.b. Requirements

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

Descriptive Summary

The *Riverside Community College District Catalog* is available in printed form and an electronic version is posted on the district's website, www.rcc.edu. A district-wide catalog will again be issued in the 2007-08 year. The college has formed a task force to identify services, programs, and curriculum to include in a college-specific catalog. The catalog includes requirements based on the California Education Code, Title 5 Regulations, and RCCD Board Policy. The catalog is organized to provide general information about the college and specific information on admission, matriculation, student fees, financial services, registration, and support services. The catalog includes course descriptions; listings of degrees, certificate patterns and concentrations; graduation requirements for the Associate of Arts and Science degrees; and information on transfer patterns, such as IGETC.⁷ An academic freedom statement is not in the 2006-07 catalog but is included in the 2007-08 edition.

The catalog is reviewed annually for accuracy and currency. In March of each year, the Associate Vice Chancellor of Instruction sends a notice to departments, staff, and administrators to review and update sections of the catalog. The Vice Chancellor of Academic Affairs approves revisions in May of each year; the Board of Trustees approves the new catalog in June. The revised catalog includes updated information as well as new and revised curriculum.⁸

The catalog is readily available through the RCC Bookstore, the

library, and online at www.rcc.edu. It is available in Admissions and Records, Counseling, and other departments. The Outreach staff distribute catalogs at high schools, college, and community fairs. The Marketing Office maintains a permanent list and mails the catalog each year to local libraries and to two-year and four-year colleges and universities.

Self Evaluation

The standard is met. The district catalog is up-to-date, well-organized, and accurate. The catalog is organized into sections that are easy to find, clearly stated, and college specific. The district plans to incorporate into the catalog additional information on the opportunities each program offers. An Enrollment Management Task Force has evaluated services and is addressing the transition from one district catalog to one for each independent college. Currently the catalog on the web is updated annually, after the Board of Trustees approves the catalog for the upcoming year. Discussion continues as to whether to immediately update the catalog on the web or wait until the next publication if policies change or new curriculum is approved. Alternate forms of distribution of college materials, such as a CD, are being considered.

Planning Agenda

- Continue to develop plan to publish a college-specific catalog

II.B.2.c. Major Policies Affecting Students

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

Descriptive Summary

Major policies affecting students, such as grievance and complaint procedures, academic regulations, acceptance of transfer credit, refund of fees, sexual harassment and nondiscrimination are printed in the catalog and listed in the table of contents for easy retrieval. The nondiscrimination policy is published in every college publication and is also posted in every classroom. A statement on academic honesty is included in the 2007-08 catalog. Typically, faculty include statements on academic honesty in their class syllabi.

While clear policies on non-discrimination, sexual harassment and complaint procedures are already in place, the college has taken additional steps to address an investigation, initiated in July 2003, by the Office for Civil Rights of the United States Department of Education (OCR). The OCR investigation was a result of a complaint made by one faculty member against another. The issues included in the investigation involved the district and not the college specifically. In its findings, the OCR “determined that the College District’s responses to allegations of discrimination, made against faculty by students, did not measure up to its responsibilities under Titles VI and IX

and placed resolution responsibilities on students that belonged to the College. The response of the College neither commenced nor concluded on a timely basis. These investigations were not reasonably diligent.”⁹

Riverside Community College District met with OCR and a Resolution Agreement was signed to address the issues raised in the complaint. As a result, the district strengthened its policies and procedures as follows:

- The district revised and implemented board policies and procedures prohibiting discrimination, including sexual harassment and retaliation
- The district prepared and published clear guidance to students as to how to provide the College District with notice of alleged discrimination and/or retaliation
- The document includes an explanation of the College District procedure for responding to such allegations and explains the distinction between “informal” and “formal” complaint resolution
- The College District provides training to all deans, administrators and department chairs as to policies and procedures for responding to allegations of discrimination, including sexual harassment and /or retaliation
- For the next five years, the College District will utilize an independent and experienced outside agency or individual to investigate any College District employee that is subject of two or more complaints of discrimination and /or retaliation within two consecutive academic years
- The district also agreed to provide

OCR with documentation of all complaints of discrimination and /or retaliation after December 1, 2004.

As of March 2007, the College District has completed the reporting obligations under the resolution agreement and OCR closed the monitoring of this case.¹⁰

Self Evaluation

The standard is met. The incidents described above have heightened awareness regarding the review and enforcement of the district's policies. The Academic Senate, the faculty bargaining agent, and the Board of Trustees have discussed in detail many aspects of the OCR finding. The district has fully implemented the OCR requirement that chairs, deans and administrators receive training regarding nondiscrimination and sexual harassment.

Discussion began during the 2005-06 academic year on the desirability of appointing an ombudsman to serve the college and the district. This would be consistent with the OCR requirement that the district retain an "independent and experienced outside agency or individual" to better convey to all constituencies within the college—though especially to students—the seriousness with which the college regards all allegations of discrimination or harassment and its desire to assure the college community that complaints of discrimination or harassment will be dealt with consistently and in accordance with established policy.

The district evaluated the organizational structure and included Diversity in the Human Resource organization to ensure that diversity is integrated in all human

resource activities and processes. In February 2007, the district hired a Director of Diversity, who reports to the Vice Chancellor of Diversity and Human Resources. The Director has extensive prior experience as an ombudsman and will fulfill those duties for the college and the district.

Planning Agenda

- None needed

II.B.2.d. Locations or Publications Where Other Policies May Be Found

Descriptive Summary

RCC distributes a *Student Handbook* to all new students that reinforces and duplicates the catalog in key areas. The handbook is given to returning and continuing students on request. The schedule of classes includes offerings at all campuses in the district and is mailed four times a year to continuing, new, and returning students. This schedule contains pertinent information for students planning on applying and registering for classes along with basic information on critical policies and procedures. A number of pages in the schedule are translated into Spanish; these are posted on the website. The *Student Handbook*, Schedule of Classes, and RCCD Board Policies are also available on the website.¹¹

Self Evaluation

The standard is met. The college may need to revise other publications based on a three-college structure. As needed revisions are identified, the college will ensure these updates are made.

Planning Agenda

- None needed
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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.

Descriptive Summary

As part of the application process, students respond to questions regarding services they need. The information is shared with the appropriate student services department(s). Departments then initiate contact with these students to ensure that the student understands the services and the requirements to receive the services. Ongoing evaluation of services indicates that students need assistance in obtaining services; thus, staff members are available to assist students through the process.

The college administered the Community College Student Experiences Questionnaire (CCSEQ) in spring 2004 and spring 2006 to measure student satisfaction with various aspects of the institution and student perceptions of learning gains. Student Services developed an additional twenty questions to measure student experiences with student services. The Office of Institutional Research identified a random sample of students and a sample of graduating students for these studies. In the fall of 2005, after a team of Student Services administrators analyzed the results of the 2004 CCSEQ, the twenty questions were revised to solicit more useable data.

Program leaders collect and analyze data specific to their programs. For example, the Title V program devotes a portion of its funding to collecting and analyzing student retention, success, and persistence data. Many categorically funded programs, such as EOP&S and Matriculation, also conduct independent research to evaluate the efficacy of their programs and services. Other programs incorporate advisory counsels to identify student needs (e.g., Teacher Preparation Office).

All of these data inform the annual student services program review¹² process and lead to the development of initiatives to improve the effectiveness of programs and services. A district research team supports Riverside City College in these efforts.

One example of the use of research to identify needs and improve services is the Title III/Guidance 45 High School Project. Research demonstrated that first-time, first-generation college students persisted from fall to spring terms at a 44% rate. The college developed the Guidance 45 High School Program to educate high school seniors about the logistics of going to college. By the fifth year of this program, fall to spring persistence for students who successfully completed Guidance 45 at their high schools had improved to 87%.¹³ As a result of this research, the program has continued and expanded beyond the grant. The college is committed to offering this course at all feeder high schools.

Self Evaluation

The standard is met. The college utilizes extensive data to identify student needs

and responds to those needs with modifications to programs or by developing new programs. Student Services participates in a comprehensive annual program review process. The unit is in the third year of incorporating student learning outcomes and assessment into this process. As the process continues to mature, Student Services leaders will increase the use of research to improve programs and services.

Student Services will conduct a comprehensive analysis of both the 2004 and 2006 CCSEQ survey results and utilize the results to inform program review and improve programs to address student needs.

Planning Agenda

- Use data from spring CCSEQ to inform Student Services' program review and planning for services
- Continue efforts to complete the full cycle of assessment of student learning outcomes in program review

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

Descriptive Summary

Student Services operations, such as Outreach, Financial Aid, and DSP&S, enhance the college's efforts to increase access to instructional programs and the comprehensive array of student services. The goal is to attract students to the college, facilitate their enrollment and registration process, and then provide services and opportunities that maximize

the likelihood that they will remain enrolled and attain their educational or occupational goals. Because the primary means of submitting the application to the college and the financial aid application is online, computers are available at multiple locations on campus. Financial Aid, Admissions, Counseling and Outreach staff provide assistance to students who need help completing these documents. Students can also use these available computers to access services such as:

- Online probation workshops
- Online re-admit workshops
- Online counseling appointments
- View their financial aid file and award status
- Online career assessments
- Web Advisor functions, such as viewing grades and requesting transcripts.

The Outreach Office seeks to motivate current and potential students to make the choice to further their education beyond high school and to succeed in reaching their goals. Through partnerships with the K-12 school districts and community organizations, Outreach provides a variety of presentations and activities that demystify the college process. Guidance 45, Introduction to College, and placement exams are scheduled at area high schools. Services are offered to both potential students in the community and existing RCC students. Outreach Services are provided in a number of locations and encompass various delivery methods.

Outreach provides the following services to the community:

- Giving presentations on the importance of college

- Participating in community events, attending college fairs and back-to-school nights
- Providing Student Ambassadors to the high schools
- Conducting campus tours, assisting with RCC application workshops and assessment testing at the high schools
- Providing parent workshops at K-12 schools
- Collaborating with the local school districts through various committees
- Mailing information to K-12 students about college and future careers.

Outreach provides the following services to RCC students:

- Providing walk-in help two weeks before and two weeks after each semester starts (e.g., completing the RCC online application, logging into Web Advisor and individual student services, teaching students how to use the Schedule of Classes, showing students how to register for classes)
- Staffing the information booths on campus at the beginning of terms
- Answering the Call Center's phone lines
- Helping new students understand assessment, orientation and counseling
- Serving at the help-desk for Web Advisor
- Helping Admissions and Records answer its e-mail
- Assisting campus departments on an as-needed basis
- Providing "Day of the Tiger" freshmen orientations in the summer.

The Student Financial Services (SFS) Department administers the following programs: Federal Programs—Pell Grant, Supplemental Educational Opportunity

Grant, Work-Study, and Family Educational Loan Program, including subsidized and unsubsidized loans. State programs include the Board of Governors Fee Waiver, California State Grants (Cal Grant B and C programs), the CHAFEE Grants program, the Child Development Grant, the Bureau of Indian Affairs program and the Academic Competitiveness Grant. The department also administers programs funded by the college, including scholarships and student employment.

Student Financial Services assists all financially needy students in pursuit of their educational goals by providing financial programs. Each Student Financial Services staff member is expected to master the program that they are coordinating, assist in the writing of office policies and procedures, provide quality customer service, and learn all Federal and State rules and regulations.

The office provides assistance through publications, the college's website, on and off campus outreach activities, workshops in English and Spanish, as well as individual appointments with students and families. Through these efforts, SFS ensures students have the appropriate financial resources to enable equitable access to higher education.

Founded in 1961, RCC's Disabled Student Programs and Services (DSP&S) was the first public post-secondary program serving students with disabilities in the nation and has facilitated the academic achievement, independence, self-advocacy, and social inclusion of tens of thousands of individuals with disabilities. DSP&S provides services to students throughout the college and district. In 2005-06, DSP&S at Riverside

City College served 1,015 students. Among the services available, determined on an individual basis, are academic and career counseling, disability-related counseling, priority registration, adaptive technology, alternate media, interpreters (sign language & oral), individualized tutoring, special classes, equipment loan (assistive listening devices, tape-recorders, Franklin readers, talking calculators, back supports, Is-Able tables, reading pens, etc), and note-takers.

DSP&S participates in the college's annual program review (including student learning outcomes and service area outcomes) and is subject to the Chancellor's Office state program review. In order to assure effective, relevant, and efficient service to students, DSP&S conducts student surveys and internal audits and uses information provided by the college's research office. Information gained from these sources guides the DSP&S planning agenda for the following year. DSP&S is currently researching additional software programs which are proving effective at other colleges.¹⁴

In addition to the efforts of the Outreach Office, Financial Services, and DS&PS, the Puente Program conducts high school visitations and classroom presentations at the college each spring. The CalWORKs outreach/recruitment specialist visits local GAIN offices to promote the CalWORKs Program and RCC services. Each athletic team assures equitable access to students through an active recruitment process and team tryouts. Other programs, such as EOPS, are mandated by Title 5 to promote equitable access to achieve and maintain a diverse student population with regard to racial, ethnic, and gender composition, by

income, and with additional priority given to students who are first in their family to attend college.

Self Evaluation

The standard is met. The college is committed to ensuring equitable access for students through appropriate, comprehensive, and reliable student services.

Outreach maintains a database of all requests for tours, presentations, and college booths that are received by phone or in person. This database is updated every fiscal year and kept on file in the office. The Outreach Office compiles statistics from the accumulated data to identify trends and analyze increases or decreases in activities.

Student Financial Services continues to seek new ways to publicize its programs. Over the past three years, Student Financial Services has increased workshops, marketing efforts, and visitations to local high schools to educate families about financial aid. Evidence shows more students are aware of the financial aid programs and the need to apply. For example, comparing 2005-06 to 2004-05, students received more financial aid as Pell Grants awarded increased 13 percent and Cal Grants awarded increased 10 percent.¹⁵

As stated above, DSP&S has a long and rich history of serving many RCC students. Two areas of concern need to be addressed by DSP&S. First, the program is required to provide training to faculty so that they are aware of services available to students with disabilities. Second, the RCC web site should be accessible to students, faculty, and staff

with disabilities.

Efforts to communicate with faculty have met with modest success. The faculty have access to training modules in 4Faculty.org, which are currently slated to be reviewed and expanded.

Workshops are offered during scheduled flex activities, but attendance is modest since faculty members may attend other workshops or activities. Another challenge for DSP&S is reaching out to new full-time and part-time faculty. The department needs to strategize about ways to engage faculty in the training.

Planning Agenda

- Revise DSP&S Awareness Training Module for 4Faculty.org
- Make DSP&S websites more accessible
- Strategize about ways to engage faculty in training about students with disabilities

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

Description Summary

The college supports and encourages students to participate in activities that lead to civic and personal responsibility. Student Activities programs and RCC's Teacher Preparation Program, which includes a service learning component, prepare students to be active and productive members of their communities.

Student Activities provides an opportunity for students to become

involved in a co-curricular learning experience. At least fifty student clubs and organizations serve the needs of students on campus and the Riverside community at large.¹⁶ Students participate in programs, events, and community activities both on and off campus. These include Homecoming, Halloween Town, holiday events, and various multicultural activities. Involvement in co-curricular activities provides students with social interactions and a "sense of belonging" that build engagement and maintain a connection to peers and the college. Educational research has linked student level of social integration at an institution to better course retention and completion. The student experience through these activities fosters intellectual, ethical, and personal development while promoting individual and civic responsibility and a greater awareness and sensitivity to diversity. Student leadership is developed through individual club organizations and student government. These opportunities are available through the Associated Students Executive Board, Inter Club Council, Student Senate, Board of Commissioners, Multicultural Advisory Council and the Student Supreme Court.

Student Activities creates and publicizes a calendar of major events and encourages student participation. Other activities sponsored by Student Activities include performing arts, athletics, student government, clubs, shared governance, and cultural events. Student Activities coordinates and sponsors events that benefit the community at large; events include blood drives and fundraisers to help meet the needs of disaster victims.

Service learning is an embedded feature

of the Teacher Preparation program. It provides students with opportunities to put academic theories into practice through experiential learning and fosters civic engagement/responsibility through service to the community. Students learn to build strong academic skills, strengthen learning styles, improve workplace skills, and enhance personal development. Faculty enrich their teaching experience, build stronger relationships with students, and implement new ways of viewing the academic material which may inspire changes in curriculum. Service Learning benefits the community by providing a source of energetic, motivated students who can satisfy many community needs in fields of health, safety, education, and the environment. Community agencies may participate in an educational partnership through the service learning program.

Self Evaluation

The standard is met. Students involved in student government/student life activities are personally enriched through self-improvement of their professional conduct, leadership, and time management skills. The experiences and workshops presented to students enrich their academic experience, career, and personal lives. Student Activities events are evaluated by a variety of methods, including written evaluations sent out and collected after an event and review of events in the Inter-Club Council, Student Senate, Board of Commissioners, Multicultural Advisory Council, Student Senate, Student Supreme Court, and Executive Cabinet meetings.

Education 51 “Leadership Development Studies” is designed to prepare students

for leadership roles. The course is well designed but not well enrolled. The college is exploring how to improve enrollment in this course; a possible option is to mandate that all student government officers enroll. Student Activities plans to explore a leadership certificate program where students gain knowledge and experience in parliamentary procedure, civics, ethics, management, and political science. The skills students obtain while participating in leadership experiences readies students for the “real world.”

Each academic year, approximately one hundred students successfully complete the Americorps Program and contribute over 40,000 hours of community service. Faculty are expanding the use of service learning in the general curriculum. Students who participate in service learning enhance their personal and civic responsibility.

Planning Agenda

- Encourage RCC student leaders to enroll in the student leadership curriculum

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.

Description Summary

The mission of the Counseling Department at Riverside City College is to foster and promote the intellectual, emotional, social, and cultural development of students by offering a

wide range of counseling, career, training, and educational services. These services help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experiences and be successful. The Counseling Department offers counseling services to students in helping them plan for and progress towards their individual, educational, and personal goals. Counseling services further support student learning through Student Educational Plans (SEPs) development, probation and readmit workshops, orientations, open counseling during the winter and summer sessions, and online counseling services and instruction. Students have the option of scheduling a face-to-face appointment or making an on-line counseling appointment. The college has added online courses and probation and dismissal workshops to assure that student needs are being met.

Counselors assist students in making effective academic, personal, and career decisions. They help students with their educational plans, majors, transfer preparation, graduation and career planning, personal counseling, and study skills. They refer students to appropriate student support centers. Additionally, the counseling faculty teach a number of courses designed to introduce students to college life, the transfer process, career exploration, and college success.

Counselors and educational advisors actively engage in the program review process. Through self-analysis, dialogue, and planning, new strategies are incorporated into the department's goals and objectives, including SLOs and SAOs. All full-time and part-time

counselors are evaluated in accordance with the negotiated contract. Data are obtained from administrators, peers, and students; student input comes from questionnaires about the counseling session and classes. All new part-time counselors are required to attend a counselor orientation before they given an assignment.

Counselors attend conferences to stay abreast of various requirements and system-wide trends. These include UC and CSU Counselors' Conferences and campus meetings, ETS (Ensuring Transfer Success), ASSIST, and regional meetings for articulation and transfer. In addition to the institution's general counseling services, there are many other student service centers which include counseling personnel: Teacher Preparation, Workforce Preparation Center, Financial Aid, CalWORKs, Title V/CAP, DSP&S, and EOP&S.

In fall 2006, the college completed A *Transfer Center Plan 2005-2008* and a *Career Center Annual Report* for 2005-06.¹⁷ These plans provide an ongoing self study of student needs and trends within the Career/Transfer Center. A 2005-06 statewide report lists Riverside City College ranking sixth in CSU and seventh in UC transfer rates in the system.¹⁸

To assist counselors in advising students, academic evaluation specialists validate prerequisites, certify IGETC and CSU requirements, evaluate coursework from other colleges, and process applications for degrees and certificates. Evaluators and counselors use the Datatel Degree Audit module. Currently only RCCD courses are recognized by the Degree Audit module. Two expansions of Degree

Audit are underway: 1) inclusion of coursework from other colleges; and 2) availability of Degree Audit on Web Advisor.

Self Evaluation

The standard is met. A portion of the faculty evaluation process for counselors asks for student feedback regarding counseling appointments and/or classroom evaluation. The majority of these responses have been favorable regarding the counseling service received. Student complaints that are received often address the long wait to see a counselor. Peak demand times for counseling services do not coincide with the faculty calendar. Expansion of the full-time counseling staff would partially address students' counseling needs, but would not address the intercession counseling demands.

Riverside City College currently has eleven general counselors and two Financial Aid counselors who see general students. In addition, the two Workforce Preparation counselors see program and general students. Three of the general counselors have specialized counseling duties: a) 100% Puente; b) 60% Articulation and 40% Department Chair; and, c) 100% Transfer Center and Career Center. Additional counselors are assigned to other programs such as EOP&S, DSP&S, CAP, and International Students. Since Riverside City College serves an estimated headcount of 16,000 students there is a high number of students per counselor. This limits the ability of the Counseling Department to serve special populations such as student-athletes, veterans, and Ujima.

The Counseling Department and

discipline meet regularly to ensure uniformity and accuracy of information. All special program counselors need to participate in these meetings.

The volume of evaluations and other requests submitted to the Evaluations Office is a continuing challenge as most of the work requires manual processing. New and proposed programs requiring lengthy pre-evaluations coupled with a high volume of student phone calls and visits limit the staff time available for evaluating transcripts.

Planning Agenda

- Conduct comprehensive Counseling meetings that include special programs (i.e. Workforce Preparation, Title V/CAP) at least once a semester to review departmental procedures, changes, trends, etc.
- Provide counseling services to specific departments who need additional support services (e.g., Veterans, Athletics, International and Ujima)

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

Descriptive Summary

Riverside Community College District participated in the USC Diversity Scorecard Project. The district utilized research from this project to inform the Student Equity Plan. The plan included the formation of a district ad hoc committee of the Academic Senate to ensure implementation of the plan and effective utilization of resources. The

college formed a Student Equity Implementation Team to address the needs of its diverse student population.

The college embraces programs that support and enhance student understanding, sensitivity to, and awareness of diversity. Puente, EOPS, the Center for International Students, the Ujima Project, and Workforce Preparation seek to diversify the student population and to integrate diverse students into the student population at large while embracing and respecting the cultural heritage of students. These programs have a curricular aspect, which seeks to diversify the content of the RCC curriculum; thus, students' understanding and appreciation of diversity is further enhanced.

The Puente Program is designed to increase the number of educationally underserved students who enroll in four-year colleges and universities and return to their communities as mentors and leaders to future generations. For over seventeen years, Riverside City College has participated in the project and has helped hundreds of students accomplish their academic goals. The program brings together three components that are keys to success: intensive writing instruction, academic counseling, and mentoring by members of the professional community. Students participate in the program for one year during which they complete two semesters of English and two personal development courses. The English classes incorporate Chicano and Latino literature each semester, and the personal development courses incorporate Latino culture and experience. Additionally, students are paired with a mentor from the professional community, and they

participate in activities that serve to increase social and cultural awareness. Each year, a minimum of thirty students participates in the program at Riverside City College.

The Puente program review was completed in 2004 to assess the current status of the program, recognize strengths, weaknesses, and provide recommendations for the future. As a result of the assessment, the college established a rotation system for Puente faculty. Data are collected each semester to measure the impact participation in the program has on students with respect to self-confidence, leadership, and motivation. RCC has instituted district activities for the Puente students, such as Latina Action Day and a Northern California University Tour.

Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE) are categorically funded by the state of California. The EOPS program provides academic support services for financially and educationally disadvantaged students; services focus on recruitment, matriculation, retention, and student success. Services provided by EOPS include priority registration, mandatory EOPS orientations, academic counseling, book services, tutoring, and transfer information. The CARE program is an extension of EOPS for single parents-heads of household receiving Cal WORKS/TANF and who have at least one child under the age of fourteen. The goals are to increase students' educational skills, help students become more confident and self-sufficient, enhance students' employability, encourage success and assist students in moving from welfare to independence.

The services provided to CARE students include bus passes/parking permits, books and supplies, meal tickets, and child care assistance. In the academic year 2005-06, a total of 544 students participated in the EOPS/CARE program at Riverside City College.

Riverside City College is a Hispanic Serving Institution (HSI). As such, the college prepared and submitted a Title V grant proposal, and the federal Department of Education awarded RCC a Title V grant. The Title V Community for Academic Progress (CAP) Program provides services, such as learning communities and modular coursework. These services are offered and open to all students. In fall 2006, the CAP Program piloted the Speaking Culture and Religion learning community aimed at creating a curriculum to attract a diverse group of learners. The program now offers a three-semester remediation plan for basic skills students to take necessary courses in English paired with Humanities courses. The instructors are working as a team to align their curriculum and to promote diverse topics for teaching and learning. In addition, the CAP Program offers learning communities for students that need remediation in mathematics, English, reading, and English as a Second Language (ESL). For students who wish to take basic skills courses linked to transfer-level courses, CAP provides clustered classes in Business, CIS, and the Humanities. The CAP Program's Developmental Education Committee is seeking to increase the involvement of other disciplines.

The Center for International Students and Programs recruits and matriculates international students to become part of

the campus community. Each semester, the International Student Center serves about 250 students from more than 50 countries. RCC is approved for admitting International Visa students under the Student and Exchange Visitors Program (SEVIS) and U.S. Immigration and Customs Enforcement regulations. Students who are accepted are issued the I-20 document which they take to the U.S. Embassy or consulate in their country for the F-1 Visa. The Center offers cultural and social programs as well as comprehensive academic counseling and advice on immigration laws and regulations. Center services include a three-day orientation, with assessment in math and English, campus tours, academic counseling, health/TB checks, and payment of required health and accident insurance. The Center also assists students with registering for classes, locating housing, and obtaining a Social Security card and driver's license. The Center provides students with an introduction to the International Club and ASRCC club activities.

The Center for International Students requires first semester students to take ESL 65 (American Classroom Culture) and Guidance 45. ESL 65 discusses issues of diversity and differences in culture and promotes an appreciation of diversity that extends beyond the classroom. Throughout the year, the Center provides activities for students. Activities include field trips to the beach and Hollywood and twice-yearly soccer games with students from other area colleges.

The Center for International Students, along with the International Club, lead the planning and organizing of "International Education Week" activities

each year. Academic programs, student clubs, language classes, national and international organizations (e.g., the Peace Corps), Study Abroad, and other parts of the college community participate. The entertainment features music, dance, food, and cultural booths from many countries.

Complete statistics are kept for international students, including all records required by the Federal SEVIS program. Data include countries of origin, GPA (2.0 and above), enrollment (12 units minimum each semester), majors, completion of programs, transfer to four-year universities, associate degrees obtained, and Optional Practical Training.

As a result of research on successful retention and completion of courses and programs, the college targeted the needs of African American students. The Riverside Student Equity Committee¹⁹ developed the Ujima Project to address these needs. The Ujima Project is an academic and cultural program whose mission is to increase success in higher education with a focus on African American students. The goal of the Ujima Project is to accomplish the objectives established in the African American Success Initiative as stated in the district's Student Equity Plan. The Ujima Project activities and programs involve African American students, but specific efforts focus on the male population. The Ujima Project is a coordinated effort with faculty leadership and support from college administrators and staff. The project committee participants anticipate increasing student, faculty, administrator, and staff participation and support in programs and events.

Self Evaluation

The standard is met. Riverside City College is situated in an exceptionally diverse region and has a wide range of longstanding programs designed to foster diversity in its student population, its student service programs, and its curriculum.

The Puente Program conducted a program review in fall 2003. In collaboration with Institutional Research, the Puente program developed a survey to assess how the program impacts student leadership, motivation, and assertion skills. Each year the Puente State Office distributes and collects data forms for each campus participating in the Puente Project. For the past two years, Puente students have completed the survey to measure whether or not Puente impacts student leadership skills, self-confidence, and motivation.²⁰ Survey results showed Puente students were more likely than general students to:

- Seek assistance from professors
- Respect peer evaluation
- Utilize campus services
- Establish student networks
- Communicate with faculty
- Express views in class.

EOPS/CARE undergoes State and Riverside Community College District audits and reviews. EOPS/CARE students sign a Mutual Responsibility Contract in an effort to improve their success rates, particularly focusing on three EOPS counseling requirements: (1) develop a two-year plan (list of classes towards an educational goal); (2) meet with a counselor to review mid-semester progress reports; and (3) develop a one-

semester educational plan for the next semester. However, the challenge has been getting students to fulfill their three counseling appointments per semester, which affects their EOPS/CARE awards the following semester. The staff plan to formulate a strategy to address this matter.

In fall 2006, the Title V/CAP Program formed a Developmental Education Committee. This committee includes faculty who teach in the CAP Program and promotes college-wide efforts to foster basic skills learning. The committee has already begun to assist CAP with increasing and diversifying the program's course offerings, student services, and teaching and learning strategies. While this committee has strong support from faculty and the Academic Senate, it needs additional representation from Student Services and non-traditional basic skills faculty.

The Ujima Project is designed to increase African American student success through various strategies that include connecting to students, implementing learning communities, mentoring (by college faculty and staff mentors), and offering a required class (Business Thematic Learning Project).

Planning Agenda

- Develop a strategy to increase the number of EOP&S students that fulfill the three required counseling appointments
- Invite all disciplines and Student Services departments to participate in the Developmental Education Committee
- Promote and expand Ujima activities

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

Descriptive Summary

As an open access institution, the college does not have an admissions test. The college subscribes to the state online application, and it is updated on a regular basis.

Matriculation regulations require that placement instruments and practices are evaluated to ensure validity and to minimize bias. The district research department conducted initial studies to ensure compliance with these regulations for English, reading, mathematics and ESL placement exams. Studies to revalidate cut-scores are conducted on a three-year cycle. To revalidate cut-scores, RCCD uses a consequential validity study in which both faculty and students are asked how accurately the students were placed into courses. According to the state Chancellor's Office of the California Community Colleges, at least 75 percent of the faculty and students surveyed must agree that a student is properly placed for consequential validity to exist. Disciplines then work with Institutional Research and Matriculation leaders to determine if the data demonstrate that an adjustment needs to be made to the existing cut-scores.

During the revalidation study, students respond to five questions to assess their perceptions of the quality, integrity, and student-centeredness of the placement process and facility. The placement staff utilize results to improve services.

To ensure the quality and consistency of Assessment/Placement practices throughout the district, training and coordination are provided to personnel through scheduled meetings, regularly updated policy and procedure manuals, and continuous communication via e-mails and memos.

Self Evaluation

The standard is met. RCCD exceeds the state requirement to validate cut-scores every six years. Cut-scores for English, mathematics, and reading are revalidated every three years.

Planning Agenda

- None needed

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

Descriptive Summary

Admissions and Records procedures for record retention follow state regulations. Class I records are scanned or archived. Online applications are automatically stored in the Datatel Colleague system. Class II optional records are scanned or archived for a minimum of three years and then shredded according to local policy. Class III records are either scanned and shredded or archived for three years and then shredded. Prior to 2005, attendance, census, final grade, and positive attendance rosters were put on

microfilm; most of these records are now stored on CDs. With the transition of all faculty records online, attendance rosters are the only records that are submitted by paper. RCC system records are backed up nightly on the Riverside campus, and stored at the Moreno Valley campus. Scanned information is put on CD's, stored in a fireproof box in the A & R vault, and traded out every two weeks to ensure that the information is externally available and current. A & R permanently maintains RCC academic records. Transcripts from other colleges and Student Educational Plans (SEPs) are scanned into Datatel and kept for a minimum of three years prior to purging.

RCCD Board Policy 6070 Release of Student Information includes adherence to FERPA regulations and was updated in May 2004.²¹ The policy is referenced in the catalog, Schedule of Classes, and *Student Handbook*. The online and paper applications include information about FERPA and give students the ability to choose if they are willing to release directory information.

Other Student Services centers maintain and store student records, including the Athletic Department (eligibility), Student Financial Services (Federal and State), EOP&S (State requirement), Puente (UC MOU), International Student Center (SEVIS), Teacher Preparation (OMB Circulars, AmeriCorps—Provision 19), and Health and Wellness Center which maintains medical records for seven years on all clients eighteen years of age and older and indefinitely for students under eighteen years.

Student Financial Services' records are maintained in a scanned version as well as in hard copy. All records are

destroyed every five years per Federal regulation. Health Services is currently scanning historical medical records into permanent electronic records through its Mediat software system, which is maintained and backed up by the institution's computer services department. All student records in Teacher Preparation are maintained according to federal and college policies, and old records are archived and discarded according to the five-year guidelines for federal grants.

Self Evaluation

The standard is met. Due to workload issues, Admissions and Records and Counseling will jointly determine and share the responsibilities of scanning and purging documents. A&R has 88 years of student educational records on microfilm and microfiche; the last two years' records have been converted to CDs. All records need to be converted to ensure their permanence. Current efforts to systematize records storage need to be continued.

Planning Agenda

- Convert microfilm and microfiche records dating back 90 years to CDs

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Since fall 2005, all areas in Student Services have participated in an annual program review process, which includes program evaluation, identification of strengths and weaknesses, documentation of existing and projected staffing needs, and the development, implementation, evaluation, and utilization of results for both Service Area Outcomes (SAOs) and Student Learning Outcomes (SLOs). The information included in these program reviews is used to inform budget and position allocations and the planning agenda for the next year. Traditionally, the District Program Review Committee reviewed only academic program reviews. In 2006-07, Student Services presented the process for student services program reviews and the 2005-06 actual program reviews to the committee. In the future, the Program Review Committee will review both instructional and non-instructional program reviews. In addition, the Assessment Committee faculty chairperson participated in a program review retreat and assisted Student Services managers, faculty, and staff members in understanding how to assess SLOs and SAOs. Examples of Student Services SLOs and SAOs follow.

In 2005-06, Admissions and Records developed a SLO and SAO to familiarize students with Web Advisor's functions. Outreach developed an outcome to increase the number of new and returning students applying online versus completing a paper application. The emphasis was to provide enough assistance (workshops, one-on-one help, via phone or e-mail) to decrease the number of students stopping midway through the online application because it was too difficult or frustrating for them to

complete. The measurement of success was the number of students returning to the web again the following semester. The assessment demonstrated that students became more comfortable with the online process. Athletics developed a SLO and SAO to enhance the student-athletes' knowledge of athletic eligibility and transfer rules. Evidence shows that student-athletes have a higher GPA and transfer rate than the average RCC student.

In 2006-07, A&R established a SLO measuring students' knowledge and proficiency in accessing all Web Advisor's services. A&R also established a SAO to address the need for faculty to submit final grades on time. The fact that grades are now submitted online by faculty gives A&R the ability to promote and assess this outcome.

The International Center has established measurable SLOs, such as having students learn the legal requirements to be "in status" with the F-1 Visa requirements.

The Teacher Preparation and Education Programs Office's SLOs and SAOs are included throughout the curriculum and grant programs. In addition, evaluation of these services is conducted through the Corporation for National and Community Service Learn and Serve Program, ALERT Project Evaluation Report, and The LASSIE System.

Three Puente Counselors from the district participated in a statewide summit to develop SLOs. Some examples of SLOs are: "Students will analyze their own needs and access appropriate support services" and "Students will be exposed to and become aware of cultural values

and issues affecting their community."

Self Evaluation

The standard is met. Program reviews in Student Services were developed with widespread input from faculty, staff and managers. This process, especially the development of the SLOs and SAOs, has been a valuable tool for bringing staff members together and evaluating current practices and examining what is needed to improve services to students and student success. Excellent ideas and plans for improvement have surfaced through this process.

The Counseling Department documented concerns that students' needs are not being met due to the counselor-to-student ratio. During peak times of Open Counseling (a form of walk-in counseling) the wait time to see a counselor can exceed one hour. Alternative methods of delivery have been developed to serve students and reduce the high demand placed on individual counseling appointments (e.g., online probation and dismissal workshops).

The challenges of the program review process are: 1) to set realistic goals that can be accomplished within the scope of the department's budget, personnel, time, and service demands, 2) to conduct a regular cycle of evaluations, and 3) to use the results of program review to inform budgetary and planning decisions for service improvement.

Planning Agenda

- Continue efforts to base budgetary and staffing decisions on sound research and data

- Identify and implement an appropriate student tracking system to collect evidence of service utilization and evaluations of the impact of these services on student success

List of Evidence

- ¹ Student Equity Plan
- ² State, Regional, and Local Matriculation Studies
- ³ Matriculation Plan
- ⁴ <http://www.rcc.edu/services/assessment>
- ⁵ State, Regional, and Local Matriculation Studies
- ⁶ Student Services Program Review
- ⁷ Relevant sections of the 2006-07 Catalog appear on the following pages:
 - a. General Information
 - Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution: iii
 - Educational Mission: 2; the RCC mission statement will appearing beginning in the 2007-08 Catalog.
 - Course, Program, and Degree Offerings: Programs and Degrees, 47 and following; Courses, 81 and following.
 - Academic Calendar and Program Length: x
 - Academic Freedom Statement: This will appear beginning in the 2007-08 Catalog.
 - Available Student Financial Aid: 20
 - Available Learning Resources: 18-28
 - Names and Degrees of Administrators and Faculty, xi-ix and 265-274
 - Names of Governing Board Members
 - b. Requirements
 - Admissions: 4
 - Student Fees and Other Financial Obligations: 7-8
 - Degree, Certificates, Graduation and Transfer: 31 & following
 - c. Major Policies Affecting Students
 - Academic Regulations, including Academic Honesty: 34
 - Nondiscrimination: 12-15
 - Acceptance of Transfer Credits: 6
 - Grievance and Complaint Procedures: 12-15
 - Sexual Harassment: 12-15
 - Refund of Fees: 9
- ⁸ RCCD Catalog
- ⁹ Office for Civil Rights, 2/28/05 letter to Chancellor Rotella, p. 14.
- ¹⁰ Office for Civil Rights, Agreement to Resolve Complaint No. 09-03-2139
- ¹¹ Schedule of Classes, Student Handbook (DSPS, EOP&S also), Board Policy Book
- ¹² Student Services Program Review
- ¹³ Guidance 45 High School Project
- ¹⁴ DSP&S program review
- ¹⁵ Financial Aid awards data for 2004-05, 2005-06, and 2006-07
- ¹⁶ List of student clubs
- ¹⁷ Transfer Center Plan 2005-2008 and Career Center Annual Report for 2005-06
- ¹⁸ 2005-06 Transfer Rate Report

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- ¹⁹ Student Equity Plan
 - ²⁰ Results of Puente survey
 - ²¹ Board Policy 6070

Standard II.C





Standard II: Student Learning Programs and Services

C: Library and Learning Support Services

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Standard II: Student Learning Programs and Services

II.C. Library and Learning Support Services

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

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.

Riverside City College supports its instructional programs and activities by providing library and learning support services that offer courses, instructional sessions, equipment, state-of-the-art facilities, and collections of print and electronic resources. Services and resources for the library, the Instructional Media Center (IMC), Tutorial Services, and the Supplemental Instruction Program (SI) are available through the Digital Library and Learning Resources Center (DLLRC). The DLLRC opened to the college, the district, and the public in

September 2003 with four floors and 81,000 square feet of assignable space. With physical seating for 1,200 and 431 computer workstations, the DLLRC is equipped and funded to offer online databases, wireless networking, electronic reserves, streaming media, teleconferencing, multimedia production, and cable broadcasting. The newly-renovated Martin Luther King, Jr. Teaching and Learning Center (MLK TLC) opened in August 2005 with three floors, 588 computer workstations, and 24,351 square feet of instructional space, providing centralized access to campus computer labs and learning centers serving the computer information systems, English, ESL, mathematics, nursing, reading, and world languages disciplines. Both the DLLRC and MLK TLC provide flexible environments for collaborative and individual learning.

II.C.1.a. Relying on the appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The library and other learning support services acquire materials and equipment that are aligned with the learning needs of the RCC community. As of spring 2006, the Riverside City College Library collection consists of 113,071 titles.¹ The Library and Instructional Media Center identify learning needs through numerous avenues, including librarian membership on various committees, staff service at the public desks, library orientations, staff/faculty development workshops

provided by the library and IMC, and surveys.² Library materials selections are guided by the *Collection Development Policy*, and collection assessment occurs routinely as part of the curriculum process (a library faculty member represents the Library/Learning Resources department to the Curriculum Committee and reviews all new and revised course outlines of record to ensure that library holdings are adequate to support curricular offerings).³ Materials and services are evaluated in preparation for the accreditation of specific programs in the health sciences and business. The library and IMC have worked collaboratively to provide materials for programs and courses that rely heavily on the use of instructional media. The Instructional Media Center installs, maintains, and delivers equipment to 154 classrooms in support of teaching and learning, and provides on-demand streaming media services to the classroom.

Tutorial Services uses training videos, a tutor handbook, workshops, and a variety of handouts to teach tutors about their role and how to relate effectively to students. The need for Tutorial Services is identified in part by early alert letters, basic skills orientations, faculty e-mails, department/classroom presentations, walk-in students seeking learning assistance, and staff input from various departments. The Supplemental Instruction program provides Supplemental Instruction leaders with a training manual, workshops, and required course materials for those classes for which they will provide sessions. Supplemental Instruction targets rigorous, academic courses in the English, mathematics, and science disciplines. Learning needs are informed

by session planning sheets, as well as beginning, post-exam, and end-of-course surveys.⁴ The labs/learning centers utilize a variety of materials including software, online resources, print materials, and streaming media in support of curriculum. Lab/learning center coordinators, faculty, and department representatives, who evaluate new textbook and software titles, provide input to guide the selection of resources. Those discipline labs/learning centers that rely on the library/IMC for materials and/or hardware support, including nursing and world languages, interface directly with the Library/Learning Resources department with respect to resources. Students, faculty, and tutors from the reading, mathematics, and nursing disciplines in the MLK TLC complete surveys regarding the use and effectiveness of existing titles.

Self Evaluation

The standard is met. The library and Instructional Media Center have made significant progress engaging faculty and staff on a broader scale, thereby gaining greater insight into how well library and IMC resources are meeting student-learning needs. Library faculty members participate in district and college committees, including District Assessment, Curriculum, Developmental Education, and Academic Senate. The college has formed a Library Advisory Resource Committee; this committee will meet at least two times per semester beginning in fall 2007. At present, library faculty members primarily attend department/discipline meetings only upon request. However, an increase in the number of library and IMC presentations, staff development workshops, library orientations, moderated research

sessions, and tours has resulted in increased visibility and dialogue between the library and the Riverside City College community regarding the selection of materials and equipment.⁵ Discipline faculty in the labs/learning centers are engaged in a variety of projects related to equipment and materials in support of student learning:

- English faculty are developing additional resources for course modules in English,
- Nursing, world languages, and computer information systems faculty members are increasing support for and use of computerized proctored testing, and
- Faculty in the mathematics discipline, along with Disabled Students Programs and Services (DSP&S) staff, are working with third-party content providers to make web sites Section 508 compliant.

Currently, the majority of IMC resources and services are offered to faculty and staff in support of instruction and student learning. Library/Learning Resources is investigating the possibility of acquiring additional media production resources for students.

Tutorial Services needs to update/upgrade tutor training materials. The MLK TLC labs/learning centers maintain a variety of educational equipment and materials. Student and instructor surveys, materials selection committees, and faculty recommendations guide the selection of these resources.

Planning Agenda

- Convene Library Advisory Resource Committee at least twice per semester
- Appoint library liaisons to facilitate increased dialogue and to assist with discipline and departmental projects and initiatives
- Acquire additional media production software and hardware for student use
- Upgrade/update Tutorial Services' tutor training materials

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

The library, the college, and the students have recognized the importance of information competency skills.⁶ The college has identified “Information skills,” which includes the ability to, 1) “demonstrate computer literacy” and 2) “locate, evaluate, and use information effectively,” as one of the general education student learning outcomes for academic and vocational degree programs.⁷ “Locating, evaluating, and using information” effectively summarize the information competency standards identified by the Association of College and Research Libraries, and are the basis of the student learning outcomes for the library’s one-unit information competency course.⁸ The library’s 50-minute orientation sessions and moderated research sessions are also an important means by which competencies in information retrieval and use are taught, as are impromptu instructional sessions that take place at the library’s service desks. Library faculty determine

student competencies in information retrieval and use by assessing the SLOs of the information competency course and library orientations and by evaluating course assignments that require information retrieval and use.

While Tutorial Services and the labs/learning centers in the MLK/TLC do not provide specific information competency instruction, they do provide education and services for students that complement and build upon information competency dynamics. Tutorial Services offers tutoring appointments that develop time management skills, study strategies and academic confidence. The Supplemental Instruction program offers regularly-scheduled sessions emphasizing the application of study strategies, including note-taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation. These sessions seek to improve learning skills and academic performance, and are open on a voluntary basis to all students in designated courses. The lab facilities are available to students who enroll in a course with a lab component or a stand-alone lab practicum course. The labs/learning centers provide a place for students to study alone or in small groups, and tutors and instructors assist students who have questions related to their course work. Formal instruction by way of 30-minute peer-tutoring sessions and 60-minute faculty-led workshops in the MLK TLC offer extensive instruction for more thorough or repeated coverage of skills and concepts.

The coordinators of the Writing and Reading Center (WRC) have developed a self-paced modular course with separate skill units for use as supplemental instruction to support student needs.⁹ The

Curriculum Committee has approved 12 of the skill modules that the WRC piloted in fall 2006. These modules are now part of the regular course offerings. The mathematics department has developed a set of open-entry, self-paced course modules (Math 90A-F), which focus on basic skills and are open to all students who meet the prerequisites.¹⁰

Self Evaluation

The standard is met. Responses from students, faculty, and staff regarding the library's information competency initiatives have been positive. The emphasis on "Information Skills" in RCCD's *General Education Student Learning Outcomes* underscores the need for students to acquire basic skills in information competency. In response to these two factors, Library/Learning Resources is investigating an information competency proficiency or requirement for students. The library has made a concerted effort to advance its information competency initiatives as they relate to student learning by:

- Offering both a face-to-face, web-enhanced, and fully online Library 1 course
- Using information competency as the conceptual framework for orientations and impromptu instructional sessions
- Providing information competency materials, guides, and training through the library's web site, <http://library.rcc.edu>
- Hiring a full-time distance learning and electronic reference librarian, who, with the input of library faculty and under the guidance of the Executive Dean, Technology and Learning Resources, develops and

refines the information competency curriculum.

As a result of the institutional emphasis on SLOs through program review, curriculum development, and presentations by the District Assessment Committee, the library has made significant progress in developing and implementing assessment methods for information competency instruction. The library's assessment plan as outlined in its program review self-study includes a systematic review of assessment results, which informs and has improved both teaching strategies and assessment methods.¹¹

Tutorial Services and the various labs/learning centers provide equipment and resources that support students in the development of information competency and computer literacy skills. Generally, the labs/learning centers supplement the learning and teaching of identified competencies in the disciplines they support. Formal assessment usually does not take place with respect to the lab practicum courses; however, assessment methods associated with final exams, written assignments, exercises, and quizzes are used to evaluate student learning in courses supported by the labs/learning centers. Those disciplines that have conducted studies on student success have demonstrated that the labs/learning centers clearly benefit students who take advantage of the wealth of resources, including faculty instruction, peer tutoring, and workshops. A study conducted during spring 2005 illustrates that students who worked with an instructor in the WRC had a higher overall success rate in their courses by 23%. Students who used the WRC, which serves the English, reading, and ESL

disciplines, in general had a rate of success 29% higher than their counterparts who did not use the WRC.¹²

Planning Agenda

- Coordinate with other disciplines/units to examine ways to address RCCD's "Information Skills" general education SLOs
- Maintain the focus on information competency through participation on college and district committees
- Investigate assessment methods for the MLK TLC labs/learning centers

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The library and other learning support services provide ample access to materials and services through physical and electronic means. Every effort is made to provide the maximum amount of access to the physical facilities within the limits of the budget. The library and IMC hours of operation are coordinated with the class schedule for respective academic terms, so that services and resources are physically available to students, faculty, and other users at times when they are on campus. Tutoring appointments and Supplemental Instruction sessions are scheduled in study rooms located in the library; therefore, Tutorial Services and the Supplemental Instruction program schedules instruction during the hours the library is open. The labs/learning centers in the MLK TLC base their hours of

operation on their respective course offerings and usage data collected from student headcounts. Operating hours may vary slightly by department; however, lab/learning center representatives meet during the semester to synchronize hours for the MLK TLC facility as much as possible and make adjustments whenever necessary.

Library/Learning Resources provides remote online access to materials and services through the library and IMC web sites. Library materials available 24 hours a day, 7 days a week from the library's web site, LAMP (Library Access to Monographs and Periodicals), <http://library.rcc.edu>, include:

- The online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and physical/streaming media
- E-books and electronic course reserve materials
- Electronic resources via subscription databases, which contain citations, abstracts, and increasingly the full text of articles from magazines, journals, newspapers, and reference resources
- Tutorials and guides to finding and using information; and 5) general information about library resources and services.

The IMC web site, <http://imc.rcc.edu/> provides 24/7 access to information regarding:

- KRCC, RCC's educational access station, and its program schedule
- Audio/visual equipment available in the DLLRC

- Production, satellite downlinking, and videoconferencing
- Procedures and forms for requesting IMC equipment and services.

The Digital Library also provides inter-campus loan to the other campus libraries for books and video recordings, and provides streaming media services to classrooms on the Moreno Valley, Norco, and Riverside City College campuses.¹³

The Tutorial Services web site provides information for both potential tutees and tutors. Tutorial Services provides free online self-paced tutor training. Several discipline labs/learning centers have web sites and provide additional locations on campus outside of the MLK TLC where students can use software. A number of labs/learning centers use free online web sites and tools as well as subscription-based, curriculum-specific web sites.

All library and learning support services accommodate disabled students. The DLLRC houses accessible furniture and a computer workstation with specialized equipment for students with disabilities. The library works with DSP&S to ensure that library staff and disabled students are trained to operate the computer equipment. DSP&S also works closely with the library and IMC on the captioning of existing video recordings and collection development procedures to ensure videos are purchased in captioned DVD format whenever possible.¹⁴ The IMC provides specialized listening devices for classrooms in the DLLRC, and has designed both the library and IMC web sites with Section 508 compliance in mind. The campus labs/learning centers in the MLK TLC have computer and furniture accommodations in addition to

specialized software applications available for students who have special needs.¹⁵

Self Evaluation

The standard is met. The increase in space and the additional technological capabilities of the DLLRC have provided students, faculty, staff, and the community with access to a greater number of computer resources and a wider selection of materials in electronic format. The library and IMC have been quite successful in acquiring and producing materials in digital format which provide students, faculty, and staff with greater access to titles in the library, in the labs/learning centers, and from remote locations. The library's subscription database offerings continue to expand, thereby increasing access to citations, abstracts, and often the full-text of articles from magazines, newspapers, journals, and reference resources.¹⁶ The library also provides access to electronic books on a variety of subjects via the online catalog. As a finalist in the Rich Media Impact Awards 2006, the IMC has developed innovative streaming media programs for nursing students, who are able to view live and archived lectures, which integrate talking-head video with instructor slides and handouts.¹⁷ At the request of the IMC, the software vendor has incorporated captioning features into the Mediasite product for added accessibility. Media titles with the appropriate copyright clearance can also be streamed to classrooms and labs upon instructor request, and access to streaming media titles is provided on library computers. Aside from the nursing lectures, streaming media services provided by the IMC are currently not available to students off

campus; however, the IMC is seeking to expand streaming services across the disciplines as funding and copyright provisions allow.

Tutorial Services provides both day and evening hours for access to tutorial materials and services; however, the need for additional evening hours has been identified. While Tutorial Services provides in-person tutor orientation, self-paced tutor training, and tutoring appointments, currently, there is no online tutoring.

With the exception of a few department-based labs, the renovation of the MLK TLC has resulted in a centralization of the campus learning centers, thereby providing more user-friendly access, especially for those students enrolled in multiple lab practicum courses or lab-component courses. Student access to resources has also increased as a result of improvements to the facility with respect to the computer resources and instructional areas. Furthermore, several of the labs/learning centers now have the ability to offer extended hours as a result of their relocation to the MLK TLC. Several labs/learning centers maintain their own web sites, thereby increasing access to instructional materials and information, including hours of operation, services, handouts, and forms. While some of these web sites are Section 508-compliant, others are not. As a result of the reallocation of space for classroom use and an increase in enrollment for some disciplines due to the addition of course sections and/or program offerings, some of the campus labs/learning centers are already outgrowing their new accommodations in the MLK TLC.¹⁸ The college is conducting usage studies to assess the

extent to which the labs/learning centers are meeting student access needs. Access to the labs/learning centers had been previously restricted to students enrolled in lab practicum courses or courses with a lab component; however, students in any discipline can now enroll in self-paced modular courses, which give them full access to the labs/learning centers offering those courses. The college needs to resolve staffing, space, and funding issues in order to provide an open-access lab environment for all students.

Planning Agenda

- Evaluate usage studies to determine the need for additional space, resources, and requisite staffing for labs/learning centers in the MLK TLC

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

The security and maintenance of facilities is achieved through the collaborative efforts of College Safety and Police, the Facilities Department, and library and learning support services staff. The DLLRC and the MLK TLC are equipped with a video camera security system and alarm system. Both facilities contain security offices with monitoring equipment. Entrances to the DLLRC are secured by keypad, and only authorized individuals are provided with entrance codes for access to areas containing expensive and sensitive equipment. The main entrance to the library has a 3M-security system to assist in the prevention of materials theft. The public computers in the DLLRC are secured to the desk

with a locked security cable. The labs/learning centers in the MLK TLC align hours for security purposes, as there is only one alarm system and one elevator for all floors in the building. The majority of the labs'/learning centers' computers are maintained and updated by Microcomputer Support with the exception of the world languages lab, which is supported by the Instructional Media Center. The library's microcomputer support and IMC staff support the DLLRC's computer and audio-visual equipment.

Self Evaluation

This standard is met. The library and Tutorial Services benefit from round-the-clock custodial services. The security measures incorporated into the DLLRC's design, including security cameras, monitors, keypads, and alarms have been quite effective in preventing the theft and damage of equipment and resources. In spring 2006, College Safety and Police assigned an additional officer to patrol the second and third floors of the library, which has resulted in reduced disturbances and a more learning-conducive environment for patrons and staff. The absence of a third floor service desk is problematic from a service and security standpoint; however, patrols of the third floor are helpful. Tutorial Services is not patrolled to the extent that the rest of the library facility is patrolled due in part to its location on the ground floor. Moreover, the existence of a single entrance/exit for Tutorial Services could be a potential problem, should an emergency situation arise. The DLLRC has its own dedicated network, microcomputer, and audio-visual support staff to maintain network services and IT/AV equipment. The library has

procedures in place to ensure the smooth operation of the DLLRC.¹⁹

The campus labs/learning centers housed in the MLK TLC benefit from on-site microcomputer and network support provided by the Information Services department for the maintenance of equipment and network connectivity. The Dean of Instruction monitors the security of the MLK TLC environment and is responsible for organizing meetings with facility personnel to discuss issues related to security and hours of operation. Security for both personnel and equipment continues to be a challenge at the MLK TLC, especially when classes scheduled in the facility end after the labs/learning centers close and during college breaks when the labs/learning centers are closed, but the facility remains open for staff access.

Planning Agenda

- Better coordinate and enforce the mutually agreed-upon hours of operation in the MLK TLC
- Investigate the need for additional security for Tutorial Services

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Formal agreements and licenses exist for the maintenance of library and learning support services equipment and services. The library contracts with Innovative Interfaces, Inc., for upgrades and maintenance of the integrated library system, and the Online Computer Library Center (OCLC) for cataloging support and national interlibrary loan for district faculty and staff. Agreements also exist for the maintenance of library equipment, software, and access to subscription online databases. Service requests are documented and regularly evaluated, and concerns are brought to the attention of the service provider at once. The Instructional Media Center maintains contracts for production services and equipment support. The IMC contracts with Avid and StorageTek for hardware and software assurance, and uses various music vendors for licensing of musical pieces used in support of production. The Executive Dean, Technology and Learning Resources and the IMC manager informally evaluate contracts on an annual basis by assessing the vendor's service performance throughout the year, and comparing that vendor's services and fees with those provided by similar companies. Tutorial Services maintains service agreements for office equipment and software. The MLK TLC labs/learning centers maintain licenses and agreements for computer hardware, software, and audio-visual presentation technology. Staff document and track equipment warranties, so that any necessary service can be requested before warranties expire.

Self Evaluation

The standard is met. The Executive Dean, Technology and Learning Resources and the Instructional Media Center manager maintain positive relationships with library and IMC vendors; therefore, contracts are honored and the DLLRC experiences nominal equipment or service down time. Moreover, since many of the contracts are long-standing, Library/Learning Resources benefits from legacy pricing with minimal cost increases. As a result of annual contract evaluations, the library and IMC are also able to take advantage of newly added features and services and make suggestions for future improvements. The Executive Dean, Technology and Learning Resources was extensively involved in the IT and AV planning of the MLK TLC, which was remodeled according to technology standards established by the college.²⁰ As a result, the learning support services located in the MLK TLC were able to take advantage of existing relationships with vendors in regard to pricing and terms. While the MLK TLC may contract with some of the same vendors as the DLLRC, the lab/learning center faculty and staff independently evaluate contracts and services. As a result of the evaluation process, the college has identified and is correcting problems with the MLK TLC photocopy services provider.

Planning Agenda

- None needed

II.C.2. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the

results of these evaluations as the basis for improvement.

Descriptive Summary

The library and IMC continually collect and routinely analyze statistics as indicators of how the departments can best meet students' needs. Statistical data for the library include door counts, materials use counts, database usage figures, attendance records for orientations, and the number of assistance requests.²¹ The IMC collects and evaluates data related to the delivery of instructional equipment and media, production service requests, digital network support, KRCC broadcasts, and equipment repair/installation requests.²² Some faculty members ask students to rate their experiences at the library, the results of which are provided to Library/Learning Resources for analysis.²³ The library and IMC surveys contain questions that address student learning needs, and student responses to surveys, as well as the growing number of requests for library orientations and equipment deliveries, suggest that needs are being met and learning is taking place.²⁴ The library faculty use formal assessment methods to assess respective SLOs for the information competency course and orientation sessions. Faculty use assessment results to improve instruction and to refine assessment methods. As part of the program review process, the library discipline revises the course outline of record for the information competency course and reviews and revises as needed the corresponding SLOs.²⁵ Additionally, during program review, the library faculty refine assessment methods and analyze collected data for the information competency course and for the

orientation sessions. The District Assessment Committee reviews the assessment process and provides recommendations to the library discipline.

The services provided by the labs/learning centers and Tutorial Services are routinely evaluated to ensure that student needs are being met and SLOs, when identified, are being addressed. Tutorial Services maintains annual statistics on the number of students tutored, the number of tutors, the number of tutoring hours provided, and the subjects for which tutoring was offered.²⁶ The Supplemental Instruction program generates statistics for evaluation in the form of summary reports, which amalgamate data from session attendance, course enrollment/retention, and grades. The Supplemental Instruction program uses beginning, post-exam, and end-of-term surveys as well as Supplemental Instruction leader debriefs to evaluate student learning and guide improvement.²⁷ The labs/learning centers track usage by department in terms of the number of students using the facility and the type of service used. A variety of methods are used to gather these statistics including automated logins using Datatel and AccuTrack and manual sign-in sheets.²⁸ The labs/learning centers utilize surveys, confirmation slips, and evaluations to assess their contribution to the courses they support.²⁹ Students, faculty, and staff participate in these evaluations. Lab/learning centers coordinators and sub-committees review the results and use results as the basis for improvement. In addition, some learning support services, such as the WRC, are beginning to conduct formal studies that investigate the correlation between lab

usage and the achievement of learning outcomes.³⁰

Self Evaluation

The standard is met. Analysis of DLLRC use statistics between fall 2002 and spring 2005 speaks to Library/Learning Resources' ability to meet the increasing needs of students in relation to resources (i.e., facility, computers, and print/electronic materials) and instruction in the form of reference, directional, and technical assistance. The evaluation of assessment data and survey results indicates that library and IMC resources and services are contributing to the achievement of SLOs. Responses to the library and IMC survey show that as of fall 2006, 91% of students feel that they "learn something or benefit from using the library" and 92% of instructors feel that the infusion of instructional media into their course curriculum allows them to address a wider range of learning styles. In addition to Library/Learning Resources informal self-assessment, the department undergoes formal self-study in the form of program review. As part of the 2006 program review, librarians reviewed the course outline of record for Library 1 and revised the SLOs to achieve a closer alignment with those suggested by the Association of College and Research Libraries (ACRL). The data collected thus far from the course's assessment tools, including self-reflective course log entries, course-embedded assignments, and "start of course" and "end of course" assessment tests, show that students are responding well to both the course content and methodologies. When areas of difficulty are identified, faculty review and adjust presentation methods and content to promote learning and student success. The library is taking

steps to assess service outcomes and student learning during the library's 50-minute orientation sessions. Further development and use of the assessment instruments will allow the library to better identify areas for improvement.

The use of tutor or tutee evaluation forms enables Tutorial Services to gather information on how well they are achieving SLOs identified during program review; however, the forms need to be more widely and consistently distributed and collected. The Supplemental Instruction program is currently in its infancy and will benefit from data collected in subsequent semesters to evaluate program effectiveness. The labs/learning centers conduct "quality of service" surveys, tutor/lab aide evaluations, and self-studies of effectiveness. One of the greatest strengths of the MLK TLC labs/learning centers is the faculty members who are available to assist students on a walk-in basis.

The contractual faculty evaluation process provides a mechanism for observing and providing feedback on a faculty member's instruction in the lab/learning center when he/she is under review. This benefit coincides with a potential weakness in that there is no procedure for evaluating faculty other than through the formal evaluation process, which may or may not include observation in the lab. Possible corrections to this weakness are in early phases of discussion. Areas of discussion include providing FLEX workshops on techniques for individualized instruction and strategies for teaching in an open lab environment.

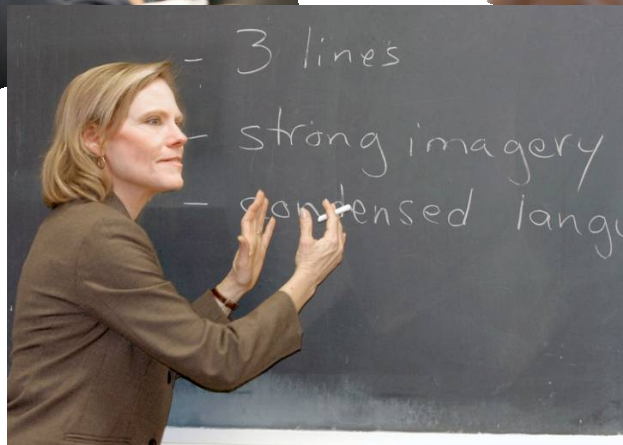
Planning Agenda

- Continue the discussion of methods for improving instruction in the labs/learning centers

List of Evidence

- ¹ Riverside City College Library Collection
- ² Library and IMC surveys
- ³ New and Revised Course Curriculum Approval forms.
- ⁴ Supplemental Instruction Program Surveys
- ⁵ Library orientation statistics
- ⁶ Salinas, Jennifer E. "Letter to the Editor." Letter. *Viewpoints* 24 Mar. 2005: 9
- ⁷ RCCCD's *General Education Student Learning Outcomes for Academic and Vocational Degree Programs*
- ⁸ "Information Literacy Competency Standards for Higher Education." American Library Association. 2006. <http://www.ala.org/acrl/ilcomstan.html> (Accessed 08 Jun, 2006)
- ⁹ List of modular courses developed by the English Department for the WRC
- ¹⁰ List of modular courses developed by the Math Department
- ¹¹ Assessment Plan from *Library/Learning Resources Program Review*
- ¹² *Effect of the WRC on Student Course Outcomes*
- ¹³ *IMC Streaming Media Locations*
- ¹⁴ *IMC/DSPS Request for Video Captioning Form*
- ¹⁵ List of adaptive software installed in the DLLRC and MLK TLC
- ¹⁶ Library Database Subscriptions, 2004-2006
- ¹⁷ "Sonic Foundry Honors Organizations that Use Mediasite to Transform the Way They Communicate." *Sonic Foundry - Newsroom - Press Releases*. 5 May 2006. Sonic Foundry. 9 June 2006
http://www.sonicfoundry.com/main.aspx?dir=newsroom&subpage=press_releases_item&id=736&year=current
- Sonic Foundry. "Mediasite Case Study: Riverside Community College." *Sonic Foundry*. 9 June 2006. Sonic Foundry. 9 June 2006
<http://www.sonicfoundry.com/download/FileServe.aspx?market=80>
- ¹⁸ MLK TLC Department Relocations
- ¹⁹ DLLRC Procedures
- ²⁰ Technology Standards
- ²¹ Library use statistics; Database Use Statistics
- ²² IMC use statistics
- ²³ Sample student ratings of the library from the Nursing Department
- ²⁴ Report on responses to Library/Learning Resources surveys conducted Spring 2006
- ²⁵ Course Outline of Record for Library 1: Information Competency
- ²⁶ Tutorial Services statistics
- ²⁷ Supplemental Instruction Program Summary Report
- ²⁸ MLK TLC usage studies
- ²⁹ Math Lab surveys; WRC *Workshop Questionnaire*, *Instructor Conference Confirmation*, and *Tutor Session Summary*; Tutorial Services *Faculty Evaluation of Program*, *Tutee Evaluation of Tutor*, and *Tutor Self-Evaluation and Program Evaluation*, *Tutee Evaluation of Program*
- ³⁰ *Effect of the WRC on Student Course Outcomes*

Standard III.A





Standard III: Resources

A: Human Resources

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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

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

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

As Riverside Community College District transitions to a multi-college district, human resource systems and procedures will lead the way in recruiting, selecting and hiring the most qualified people to help achieve the district's broad educational purposes. The mission of the Diversity and Human Resource (DHR) team is to

- Ensure that campuses have the best possible leadership, faculty, and staff

- Promote and preserve diversity among campuses that reflects the diversity of the community the district serves
- Monitor management of resources on the campuses, while providing flexibility for change and growth
- Provide the workforce and community an organization free of discriminatory practices.

To accomplish this, strategic goals for Diversity and Human Resources center on changes that will enable it to better understand and anticipate customer needs, improve efficiency and productivity (through technology and standardized processes), reduce bureaucracy, simplify processes, and reduce recruitment time. The district will work with the leadership and Strategic Planning Committee of each campus in considering both the Academic Master Plan and annual program reviews to identify human resource needs (faculty, administration, and staff).

The district is committed to diversity. It is extremely important that every employee is informed and sensitive to the principles and values of diversity. Diversity goals for the district are tied to its mission and that of Human Resources. Diversity in the workplace is a critical link to the community. Diverse minds, experiences, culture, and unique perspectives of the district's employees will give it an advantage as the student enrollment at each college grows. As part of the DHR strategic planning process, approaches are being developed to broaden diversity recruitment efforts and effectiveness. Additionally, DHR is developing a "Diversity and Inclusion Initiative" to provide a structure for better communication between the district and

campuses on diversity issues and to develop a strategic planning goal specific to diversity.

The Diversity and Human Resource functions are centralized operations with a commitment to delivery of services at the colleges. Centralized operations include:

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

Delivery of services at the colleges include:

- Resource to campus leadership and the HR Strategic Planning Sub-Committee
- Accessible On-line Tools

- Forms available for employees
- Automated work-flow
- Manager toolkit
- Faculty and Staff Recruitment
 - Trained EEO coordinators to observe and monitor the process
 - Training in conjunction with Academic Senates.

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 plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Board Policy/Administrative Procedures 7120, Recruitment and Hiring, provides basic regulations for employment and delineates specific procedures for selection of staff, management, and faculty.¹

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Brochures or flyers, containing a job definition, duties and responsibilities, qualifications, conditions

of employment, and application procedures with deadlines, are published for all available positions.²

Depending on the position type, a screening committee, consists of faculty, classified and/or confidential staff, and management. The screening committee is formed in accordance with Board Policy 7120³ and is composed of the appropriate manager and/or supervisor and a minimum of two other staff members. When possible, every effort is made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership, which brings a variety of perspectives to the assessment of applicant qualifications. The district Director of Diversity and Human Resources and/or designee reviews the composition of the committee to ensure compliance.

A diversified pool of applicants must be identified. As part of the process, the district Director of Diversity, Equity and Compliance reviews the applicant pool, as well as the list of candidates who are selected for first and second level interviews. If diversification is not achieved, the President or district Human Resources designee intervenes to ensure that additional steps are taken prior to the continuation of the process. A select number of qualified, diverse candidates, screened from the initial pool of eligible applicants, will be invited for a personal interview, at their expense.

In order to be employed, the applicant must:

- Be a citizen of the United States or have a work permit from the United

States Citizenship and Immigration Services

- Be able to understand written and oral instructions in English
- Be willing to be fingerprinted at district expense⁴
- Not have been convicted of a sex offense or determined to be a sexual psychopath or not have been convicted of using, possessing, or selling a controlled substance offense⁵
- Be willing to undergo a physical examination by a doctor of the district's choice, if required, this examination shall be at district expense⁶
- Meet all job standards and qualifications required by the district as posted on job announcements.

Faculty: The district has a plan for tenure-track faculty hiring.⁷ Faculty and administrators participate in the selection of faculty. The first-level screening committee is composed of faculty from the requesting college, who, if possible, are in the discipline, or one closely related, along with the chair of the requesting department. Selection of candidates for first-round interviews is based on a comprehensive review of written materials, which typically include a signed employment application, cover letter, resume, reference letters, and educational transcripts, submitted by the applicant. Additional materials, such as sample exams or syllabi, may be required in the application process. The screening committee reviews applications, identifies individuals to be interviewed, and subsequently conducts first level interviews. With the oversight of a human resources specialist, the committee formulates a set of interview questions and a teaching or skills

demonstration tailored to evaluate specific programmatic needs. Based on the first-round interviews, the screening committee either suspends and/or reopens the process or advances at least two unranked candidates to the next level of interviews. The second-round committee consists of the department chair and specified administrators both from the college and the district. The college president makes the final selection, subject to approval of the chancellor and the Board. Reference checks are made after the final interview has been conducted and the successful candidate has been selected.

When a position vacancy occurs at any campus location or site, the district announces the position internally before it initiates an outside search. The procedure involving a request for transfer is specified in Article XVI of the current faculty contract.⁸ A few transfers have been approved, as an example, a tenured faculty member in the Life Sciences was approved for transfer from City College to Norco and a faculty member working in the learning disabilities department at City College was approved for transfer into the English department on the same campus. More recently, tenured faculty members in the Riverside City College Performing Arts and English departments requested and were approved for transfer. Other requests for transfer have been denied by the administration on the grounds that the transfer would negatively impact the integrity of the academic program even when both the sending and receiving departments have recommended the move. The transfer article has been opened for discussion during the current cycle of contract negotiations.

Part-time faculty: The district Office of Diversity and Human Resources maintains a file with part-time faculty applications. The file is organized by discipline and made available to department chairs upon request. In those cases where an insufficient number of applications are on file, upon request, the Office of Diversity and Human Resources will advertise for the discipline in an effort to solicit more applications. Any additional applications or inquiries that are received are made available to department chairs.

Part-time faculty are hired by departments. Each differs on procedures for scheduling and conducting interviews; however, the departments all follow the process for hiring part-time faculty.⁹ Interview committees are comprised of the department chair and/or assistant chair and at least one member of the discipline. Interviews are less formal for part-time faculty than full-time faculty. They are often conducted in the department chair's office and questions are either predetermined or impromptu. Follow-up questions are common, and it is possible that not all candidates will be asked exactly the same questions. Some departments interview candidates as the applications are received. Others interview on a periodic basis, usually just prior to the term when the department chair is more certain of staffing needs. The department chair and/or assistant chair determine applicants to be interviewed. Although experience requirements vary from department to department, all candidates must meet the minimum qualifications in accordance with the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.¹⁰

For all faculty: If a degree is from a college or university outside of the United States, transcripts are evaluated by a professional evaluation agency. The district generally uses International Education Research Foundation.

Management: The hiring of managers, both full-time and interim, is dictated by district Policy 7120,¹¹ which complies with Title 5.¹² The district chancellor, college president, appropriate vice chancellor, and/or area manager determines when a vacancy exists for a managerial position. Before an open position is announced, the Office of Diversity and Human Resources reviews the job announcement and screening committee composition to ensure conformity with the district's Equal Employment Opportunities plan and non-discrimination commitments. Vacancies are announced inside the institution through e-mail. Notices are posted on the district website and in professional publications. The screening committee interviews diverse pools of qualified candidates and recommends a minimum of two candidates for final consideration to the college president, district chancellor, and/or their designee(s). The Board of Trustees gives final approval to all offers of employment.

Staff (classified/confidential): Job vacancies for positions in the classified/confidential service are advertised both for promotion/transfer opportunities and in the community (Board Policy 7120). The primary criteria for employment are training, experience, and ability to perform the job, regardless of race, creed, color, sex, disability, or national origin.

Promotional/transfer opportunities are available. "When three (3) or more District employees within the bargaining unit apply for a promotion for a job within the bargaining unit, and all possess the requisite qualifications for the job and at least a satisfactory overall rating on their most recent evaluation, the district selects one of the district employees for the job as long as such employee is as qualified as any outside applicant."¹³

Self Evaluation

The standard is met. At this time the district, Academic Senate, departments, and appropriate bargaining units are working together to ensure that the institution employs qualified personnel to support student learning programs and services. The faculty transfer article has been opened for the next round of negotiations.

Planning Agenda

- None needed

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.

Descriptive Summary

Faculty: All faculty evaluations are governed by the *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007*, Article XI. For all faculty—contract, regular, and part-time—the agreement specifies the purpose, frequency, and procedures of evaluation.¹⁴

Beginning in 2002, the Office of Faculty Affairs, under the leadership of the Dean of Faculty, was made responsible for the faculty evaluation processes and timelines including tenure review, improvement of instruction, and continuing evaluation processes. Prior to 2002, each dean managed his or her own timelines and processes. Beginning in 2002, following dialogue with deans, department chairs, and others, the forms used in the process were standardized. Step-by-step procedures for evaluations were documented in detail, made public through the website,¹⁵ and training for administrators and their assistants involved in faculty evaluations took place. In late 2005, the Dean of Faculty became the Associate Vice Chancellor, Institutional Effectiveness when the Office of Faculty Affairs was merged with Institutional Effectiveness. The Office of Institutional Effectiveness facilitates the inclusion of academic administrators in all full-time faculty evaluations and oversees the process to ensure committee selection follows contractual specifications, standard forms are used across the district, and timelines are maintained. Records are kept on each evaluation to verify that the process took place in a timely manner and was in compliance with the bargaining unit contract. Any anomaly (such as the long term illness of a faculty member during

his or her evaluation year) is carefully addressed to ensure the rights of the faculty member are protected and that the focus on improving instruction is maintained.

To enhance the qualitative aspects of evaluations, all administrators and chairs are regularly reminded that resources exist to help faculty members improve their instruction, including 4faculty.org, numerous workshops and one-on-one technical or pedagogical support.

The Associate Vice Chancellor, Institutional Effectiveness reviews all faculty evaluations. Ideas for improving evaluation procedures are brought to the attention of appropriate individuals.

Contract Faculty: Contract (tenure-track) faculty are evaluated annually to improve instruction and job performance and to determine renewal or non-renewal of the contract. The tenure-review committee is comprised of three tenured faculty in the same or a related discipline as the evaluatee, one of whom was on the hiring committee, the department chair, and an academic administrator. The committee meets twice in the fall and once in the spring for four years. In making its evaluation, the committee must consider classroom observations, student surveys, evidence of subject-matter proficiency, and review of syllabi for SLOs. The committee may consider other items, such as adherence to course outlines of record, timely submission of class 1 records, and committee responsibilities and professional development activities. Each member of the committee writes a narrative supporting his/her overall judgment of the faculty member's fulfillment of the job responsibilities as listed in the advertised job

announcement. Contract faculty have the right to respond in writing to any documents placed in the tenure review and evaluation record. If the committee recommends non-renewal of the contract, the evaluatee may appeal to a three-person panel composed of the Academic Senate President and, where possible, the two most senior members of the discipline. The appeal panel makes a confidential recommendation to the college President who forwards that recommendation, along with “other pertinent information and documentation,” to the Chancellor for subsequent review. The Board then makes the final decision for renewal or non-renewal of contract.

By the end of the fall semester of the third or fourth year, the tenure-review committee shall make a recommendation for tenure. Either the evaluatee or the administration may appeal this recommendation. The evaluatee may request that the matter be reviewed by a three-person appeal panel consisting of the college President, the Academic Senate President, and the Association President, or their designees. If the appeal panel cannot reach consensus, then the matter goes to a review committee, which consists of an administrator and senior faculty member from the original committee, and one additional faculty member elected by the appeal panel. This review committee then makes a recommendation to the Chancellor or designee, who sends his or her recommendation, along with the complete tenure review record, to the Board of Trustees, who make the final decision.

Regular Faculty: Regular (tenured) faculty are evaluated once every three years, in order to “strengthen the instructional skills and professional

contributions of the faculty member.” The peer review committee, chaired by the senior faculty member, is comprised of one administrator and two faculty in the evaluatee’s discipline or a closely related discipline. One faculty member is selected by the department chair and the other by the evaluatee. The evaluatee may object to the administrator on the committee, in which case the President will consult with the Academic Senate President to select a replacement.

All members of the committee, faculty, the evaluatee, and the administrator, determine the scope and process of evaluation. There is more latitude and flexibility within this process for the faculty undergoing review to be innovative and include other elements of review. Some use the process to develop a new course or to do a review of all instructional materials and exams or seek the input of their committee on methodology. This process must include written peer reviews, student surveys of at least two classes, at least one classroom visitation, and a review of syllabi for SLOs. The evaluatee may submit for discussion a report of relevant professional activities. After completing the formal process, the committee may informally review grades and retention statistics for informational purposes.

If, in the formal report, a majority of committee members indicate that the faculty member needs improvement, then the report must include specific guidelines for improvement. The administration or the evaluatee may appeal. The appeal process includes an appeal panel and, if necessary, a second review committee, which can make recommendations for remediation. The second review committee may

recommend one more review in the semester following the semester in which the “need for improvement” rating is received. The remediation plan is sent to the college President and the evaluatee.

Part-time faculty: New part-time hires are evaluated during their first, third and fifth term of hire and every three years thereafter. The purpose of the evaluation is to ensure the instructor is teaching in accordance with the official course outline of record and the standards of the department. The improvement of instruction process includes a classroom observation by the department chair or designee and student surveys from all of the classes assigned. Syllabi are reviewed to ensure they contain student-learning outcomes consistent with the course outline of record. After the formal review is complete, the chair may discuss grade and retention statistics with the evaluatee. Part-time faculty must sign the evaluation. This part of the process is handled differently depending on the department. Some departments ask part-time faculty to provide their signature when they receive a copy of their evaluation. Other departments insist on a conference to discuss the specifics of the evaluation. Within 15 days of signing the evaluation, the evaluatee may contest the report, in which case the report and the disagreement are sent to the Dean of Instruction for review. The Dean of Instruction then forwards the report to the Diversity and Human Resources Office where the report becomes part of the instructor’s permanent file. If a part-time instructor with “at least four fall and spring terms of service” receives a “needs improvement” evaluation, then two senior faculty members of the discipline within the department review the evaluation, and if they find the “needs

improvement” not warranted, they submit a report to be included in the final evaluation.

There is a standard evaluation form that both the department chair and the part-time faculty member must sign. It indicates, among other things, the result of the evaluation and what steps will occur should the evaluatee fail to earn a “satisfactory” mark. That form is submitted to the Office of Institutional Effectiveness. The Associate Vice Chancellor of Institutional Effectiveness reviews all part-time evaluations and contacts chairs, as needed, to discuss support that may be given to assist part-time faculty. If part-time faculty need assistance with syllabi development or student learning outcomes, they are referred to resources available.

Management: Management employees are evaluated at least once each year of the first two-year period of holding the management position. Subsequently, managers are formally evaluated at least once every three years. Unscheduled evaluations may be conducted at the discretion of the immediate supervisor subject to the approval of the President or designee. The evaluation is conducted in accordance with the Management Performance Evaluation procedure, which is part of the *Management Handbook*.¹⁶ The procedure addresses the purpose of the evaluation, frequency, criteria, forms, recordkeeping, and complaint procedures. The evaluation includes the development of goals and objectives, a self evaluation, a written review by the supervisor and responses from a selected group of staff, faculty and administrators to a set of standardized performance indicators relative to the manager’s ability to perform his/her job

effectively. Managers who hold an interim appointment are not evaluated during the interim period.

Staff (classified/confidential): Guidelines for evaluating staff (full-time and permanent part-time) are defined in the CSEA contract, which reads,

“The purpose of an evaluation is to recognize excellent and satisfactory performance, to identify areas of performance and/or work habits needing improvement, and a way to document unsatisfactory performance. Permanent employees shall receive a written evaluation at least once each year, which shall normally occur during the month of the employee’s anniversary date (See Article XIV, Section H, for explanation of “Anniversary Date”). The employee may request one additional evaluation each year. A formal written evaluation of the employee’s total job performance, other than the regular annual evaluation, shall first be approved by the President or Chancellor (or designee). It is understood that the foregoing does not apply to any follow-up evaluation, which is provided for in the regular annual evaluation. Probationary employees shall receive written evaluations at the end of the second month and every third month thereafter during the probationary period. Promoted employees shall receive written evaluations at the end of the second and fifth months in their new positions. Marks, comments, suggestions, and dates must be made either in ink or by word processing equipment. Signatures of the evaluator and the evaluatee must be in ink. If changes are made, the original mark or comment may be crossed out and the correction initialed by the employee and supervisor.”¹⁷

Self Evaluation

The standard is met.

Faculty: Article XI – Improvement of Instruction and Tenure Review – in the CTA contract is an item that has been opened for discussion in the current negotiations. Maintaining the procedures times lines and committee compositions have been difficult. For that reason, both faculty and administration have suggested changes to the current procedure. These potential changes in are being discussed.

Management and Staff: The current management evaluation process has been in effect since the 1999-2000 academic year. The classified/confidential evaluation process has been in effect since 1978. The district continues to work with CSEA to review and re-evaluate the current processes and forms for staff evaluations.

Every six months, the district provides evaluation training for managers and supervisors. Training is also available on an as-needed basis along with specialized training which is scheduled on a regular basis. New managers receive training to ensure they are properly informed on evaluation procedures, timelines, and forms.

Planning Agenda

- Explore the possibility of developing a peer-training program to help faculty evaluate their peers effectively

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.

Descriptive Summary

At RCCD, the District Assessment Committee (DAC) facilitates student learning outcomes assessment at the classroom, course, program, and institutional levels. The DAC, since its inception in late fall 2000, has maintained, "its efforts to sell assessment to faculty that would have been nearly impossible if instructors perceived it as a method of evaluating their own individual teaching performances. Accordingly, while it has encouraged instructors to use assessment information for self-improvement, it has consistently advocated a separation of outcomes assessment from formal evaluation processes."¹⁸ Hence, RCCD's approach to achieving progress toward meeting student learning outcomes is predicated on the conviction that faculty will participate most enthusiastically and productively if their employment is not placed at risk by their willingness to discuss their successes and their challenges in the classroom. Institutional dialogue regarding progress with SLOs is placed primarily in discipline dialogue and the program review process.

The CTA Contract contains language that permits "review, for informational purposes only, the contract (regular and part-time) faculty members' grade distribution and retention statistics" for at least the past two contracts. However, the 2004-07 contract added new language that stipulated review of faculty syllabi as a mandatory component during the faculty evaluation process. Review of syllabi is also integral to the evaluation of part-time faculty. Both the administrator and faculty peers involved in the faculty

evaluation process review the syllabi to ensure they contain SLOs that mirror those on the official course outline of record and/or are appropriate for the course content. Since the majority of the faculty serving on tenure and improvement of instruction committees and evaluating part-time faculty are colleagues from the discipline, informal discussion on achieving student learning outcomes is implicitly present in the evaluation procedures used for both full-time and part-time faculty. Faculty members may choose to include a discussion of achieving SLOs in a self-evaluation.

Self Evaluation

This standard is met. The work of the District Assessment and Program Review Committees has been very effective in establishing a dialogue about student-learning outcomes. The willingness of CTA to embrace syllabus review as part of formal evaluation procedures illustrates how far RCC has come. Prior to the publication of the 2002 standards, CTA had the backing of the Public Employment Relations Board in excluding syllabus review from faculty evaluation.¹⁹ Standardizing the evaluation forms for part-time faculty ensures the review of syllabi for SLOs and other pertinent information. In the past seven years, the district and college have made tremendous progress in assessing student learning. This is no small task given that there are nearly 2000 approved courses district wide. As one colleague noted, "To an idealist, the assessment landscape at RCCD is sometimes cause for concern; to a realist, it is a source of some pride."²⁰ Discussion of SLOs is already a component of the formal evaluation

process and its continued role is a topic in the current negotiation process.

Processes for assessment of non-instructional units have been developed and are scheduled to be implemented in September 2007. Student Services completed an annual program review that included student learning outcomes and service area outcomes.

Planning Agenda

- None needed

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

Descriptive Summary

Riverside City College strives to create an environment in which integrity, ethics, and professionalism are key ingredients of management policy and practice. These goals are embodied in the RCC mission statement and in district policies and procedures.

The Academic Senate Code of Ethics for faculty was adapted from the AAUP Statement on Professional Ethics (1987) and from the CTA Code of Ethics of the Education Profession (1968).²¹

The district has policies, procedures, and practices in effect to ensure professional ethics standards for all personnel in the areas of Non-Discrimination as stated in the revised and adopted (May 15, 2007) Board Policy 3410 which combines Board Policies 3110/4110/6110, Prohibition of Sexual Harassment, Prohibition of Sex Discrimination BP 3410, Recruitment and Hiring BP7120, and the District Complaint Procedure

which is an addendum to each of the former Board policies.²² All district employees, classified staff, confidential and management are aware of and adhere to these policies. District personnel and consultants conduct extensive employee training throughout the year to apprise staff of compliance issues, changes and updates or applications of the policies in workplace settings. Both the Management and Classified staff have handbooks. In the Disciplinary Action section of the Management Handbook, there is a statement which reads, "Management employees are expected to maintain standards of conduct appropriate to the profession of educational administration."²³ Although stated differently, the Classified Handbook references those actions that would be considered "to be in violation of professional standards that must be maintained by all college personnel..."²⁴

Board Policy 1080 deals effectively with the Fair Political Practices Commission Conflict of Interest Code and the filing of Statements of Economic Interest. This Policy is updated on an annual basis. Board Policy 2715, Code of Ethics/Standards of Practice was adopted in August 2005 and revised and approved again on May 15, 2007.²⁵

In special circumstances, there are other codes of ethics that must be upheld. For example, the College Safety and Police department must also abide by AB301 of the California Peace Standards.²⁶ Additional codes of conduct which a sworn California Peace officer must follow include: Government Code Section 3301. Every person who is currently employed as a peace officer is entitled to the protections of the Bill of Rights Act.²⁷

Self Evaluation

This standard is met. The college is committed to and expects that all institutional employees operate with the highest level of professionalism, ethics, and integrity. Training of faculty, staff and administrators is provided by appropriate personnel to ensure professional ethics are upheld in the areas of recruitment and hiring, non-discrimination, sexual harassment, and conflict of interest.

Planning Agenda

- Involve all segments of the college in a discussion on professional behavior

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 administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Faculty: Across RCCD, the number of full-time faculty has fluctuated over the past six years from a low of 319.9 in fall, 2004, to a high of 361.5 in fall, 2006. The percentage of FTEF contributed by full-time faculty ranged from a low of 49.3% in fall, 2005, to a high of 54.7% in both fall, 2003, and fall, 2004. The percentage of faculty in the district in fall, 2006, placed it 62 out of 72 districts.²⁸

Between the passage of Proposition 13 in 1978 and 2004, Riverside City College

experienced constant growth during a time when it struggled with under funding. Population growth in the Inland Empire has been extraordinary over the last several years and is reflected in the growth of the student population.²⁹ Until the Governor's efforts toward equalization began in 2004, RCCD was the second lowest funded district in the California Community College system on an FTES basis.³⁰

In 1999, Moreno Valley and Norco's faculty department structure was begun when departments at each of the those campuses were formed. Between fall 1999 and fall 2006, the district increased the number of faculty hires by 38.17%. To build capacity and ensure a full-time faculty presence across several disciplines at Norco and Moreno Valley, the percentage of new hires at those campuses has exceeded that of Riverside. New faculty have been hired for the City Campus and considering all teaching assignments for fall 2006, the percentage of FTEF contributed by full-time faculty at the campus was 55.3%. The data in the following chart was prepared by Institutional Reporting and Academic Services.

	1999 Fall Census FT Head count	2006 Fall Census FT Head count	% Increase
Norco	41	66	60.98%
Moreno Valley	39	66	69.23%
Riverside	182	230	26.3%
District	262	362	38.17%

Management and Staff: Individual departments assess staffing needs each year and request new positions through the budgetary process. Each department reviews growth and determines additional positions needed to meet departmental responsibilities. These requests are

reviewed and as prioritized positions are submitted by the college. The Finance Office compiles the position requests and submits a list to the Budget Bunch for consideration. The “Budget Bunch” is composed of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services. The Budget Bunch determines the amount of funding that is available for positions and makes a recommendation about which positions to fund. This recommendation is forwarded to the Chancellor for review and action. The Budget Bunch also reviews and makes recommendations on any staffing needs that may arise during the year.

Replacements for vacant jobs are requested using the Classified/Management Position Recruitment Authorization Form. The Finance Office authorizes replacements after the vacancy is verified and budgeted funds are verified through the position control system.

The college hires many hourly employees to assist on an as-needed basis, including permanent part-time classified positions. All of the college’s academic managers must meet or exceed the state’s Minimum Qualifications in at least one teaching area at the college.

The district is currently undergoing a classification and compensation study of all management and classified (including confidential) positions performed by Stephen C. Kuhn & Associates, Inc. A group of nine employees composed of management and classified staff was appointed as the Grading Committee. Working with Stephen C. Kuhn & Associates, Inc., the group is charged

with the responsibility of grading various aspects of each employee’s job description. The information used is based on the input on position description questionnaires provided by employees. Stephen C. Kuhn & Associates, Inc. also sent a salary survey questionnaire to fifteen neighboring community colleges. Once those surveys are returned and evaluated and the grading of positions is completed, the consultant will meet with management and CSEA representatives to discuss recommendations. A full report will be given to the Board of Trustees. The results of this work will help to identify the range of job responsibilities performed by staff and management, and hence, contribute to estimates of sufficiency.³¹

Self Evaluation

The standard is met.

Faculty: Within the district, Riverside City College has the largest complement of full-time faculty, in raw numbers, as a percentage in the district, and as a ratio of FTEF to FTES. However, in addition to teaching a full load, faculty are also involved in discipline work such as updating course outlines of record, curriculum revision, program review and developing assessment plans. Additionally, all serve on committees such as, but not limited to SPC (Strategic Planning Committee), and one of its sub-committees, or the Academic Senate. It is not uncommon for full time faculty to serve on multiple major committees.

The SPC provides the structure to discuss human resource needs identified through program review for alignment with the campus Academic Master Plan (AMP). Additionally, both an environment scan and an Educational Master Plan, scheduled for completion in 2007, based

in part on information from the AMP will provide useful information needed to support an informed hiring plan.

In late fall 2006; faculty, management, and staff completed an accreditation survey³². Only 32% of the responders believe there are sufficient numbers of full-time faculty to support college programs.

Management and Staff: As mentioned in more detail in Standard IIIB, RCC is a multi-elevation college on 118 acres located off a central freeway with adequate surface street access. The college's physical facility includes 638,663 outside gross square feet, 444,049 square feet of lecture and office space, and 11,283 assignable work areas in 45 permanent structures and 51 portable structures. Since 1916, Riverside City College has served the community's needs by providing accessible, comprehensive affordable post-secondary education to a diverse community of learners in comfortable, functional, and aesthetically pleasing facilities and grounds.

The current maintenance, grounds and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra curricular activities are provided with the equipment and services needed. However, as new buildings or sites become operational, a mechanism and process should be identified for addressing the staffing levels that are needed to maintain the facility appropriately. Lack of funding for additional operating costs for new and existing buildings is an on-going concern. Minimum staffing requirements as indicated by recognized sources for California Community Colleges could be

considered as a starting point for dialogue on this issue.

The results of the classification and compensation study need to be reviewed and analyzed.

The accreditation survey addressed employee opinions on the numbers of administrators and staff. 69% of those responding to the survey agreed that there are sufficient numbers of administrators to support campus programs while 39% agreed there were sufficient numbers of staff.³³

Planning Agenda

- Use human resource needs identified through program review to prioritize faculty and staff hiring
- Review the workload for staff, faculty, and administrators that is a result of participatory governance responsibilities
- Review, analyze and prioritize the recommendations of the classification and compensation study
- Develop processes for grading of new positions and periodic review of existing positions
- Maintain and where appropriate expand current levels of maintenance, grounds, custodial and safety staff

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The district develops personnel policies and procedures to reflect contemporary practices and to comply with state and federal mandates and agreed-upon contract provisions with CTA and CSEA. Policies are developed as a collaborative effort among the district Executive Cabinet, Academic Senate, appropriate district bargaining units, the Diversity and Human Resources Office, and the Board of Trustees. Upon Board approval, district administration develops the corresponding procedures. Applicable personnel policies and procedures are distributed to new employees at the time of hire, posted on the district website, and filed in the district Chancellor's office. Managers of employees without access to e-mail or to the website ensure that employees receive a hard copy of new or updated personnel policies and procedures.

The district administers personnel policies and procedures consistently and equitably. This is accomplished through the distribution and communication of policies through extensive training, including, but not limited to, New Employee Orientations,³⁴ Equal Employment Opportunity Interviewing Protocols workshops; Recognizing and Preventing Sexual Harassment training classes, District Complaint Procedure Training; and through various other staff development workshops and seminars, including the semi-annual faculty FLEX activities and other forums.

The district assures that departmental operations are consistent with personnel policies and procedures via internal communication systems, periodic review and dissemination to all unions,

complaint and grievance procedures, and other proactive means and mechanisms to escalate concerns. This ensures equitable treatment for all individuals.

Self Evaluation

The standard is met. To assure continued compliance with this standard, staff in the Diversity and Human Resources Office is actively identifying any and all practices that may not yet have been established in written form. The district is in the process of reviewing all Human Resources policies and procedures and has contracted for the services of an outside consultant to assist in this process. All current policies and procedures are being reviewed and updated, as necessary, and henceforth, will be reviewed on an annual basis to assure compliance with internal and external rules and regulations. Practices will be captured in written form as appropriate and board policies, personnel rules and regulations, and contract agreements will be made available online for the benefit of employees at all levels. In areas where this not possible, managers will provide copies for staff.

Board policies are available online. As new policies or procedures are presented, they are available online as part of the posted agendas and back up materials for the Board committee and general meetings.

Planning Agenda

- None needed

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has

access to his/her personnel records in accordance with law.

Descriptive Summary

Every employee has the right to review his or her personnel file upon request,³⁵ provided that the request is made at a time when the individual is not actually required to render service to the district. All files must be reviewed in the presence of Human Resources staff. All personnel files are available for inspection during regular office hours each day the office is open for business.³⁶ Additional information regarding personnel records is found in the agreements between the district, and the faculty and staff unions.³⁷

Each employee has only one personnel file. These files are secured in locked forms from any unauthorized access.³⁸ Personnel files are located in the Diversity and Human Resources Office at 3845 Market Street, Riverside, CA 92501. Generally, only employees may inspect their own personnel file. However, "employees" include people currently working as well as:

- Employees on leaves of absence
- Employees who quit, were fired, or laid off
- Former employees who have potential legal claims against an employer involving the employment relationship
- An association representative who is specifically identified and has written authorization of the employee
- Job applicants may obtain copies of documents that they signed, even if they never became employees.

Other district personnel are granted access to personnel files as long as they have a legitimate business reason and access is limited on a "need to know" basis. The Director of Diversity and Human Resources or designee must approve all access to personnel files. A Human Resources representative handles all files. Those who may be approved access to records include:

- Human Resources staff
- Supervisors may only view files that are a necessary part of conducting business
- Law enforcement agencies (only for current or ex-employees applying to be a peace officer)
- Courts (subpoena for records).

Human Resources does not release personnel files to a third party unless there is a court order, a signed waiver from the employee, or the employee has provided a written authorization to release his/her records.

If a law enforcement agency requests information about a current or ex-employee who is applying to be a peace officer, Riverside Community College District must give the agency access to the personnel file. A waiver signed by the employee generally accompanies this request. All medical records are kept separately from the employee's personnel file and are secured in a locked file.

Self Evaluation

The standard is met. The district is in compliance in this area and will continue to review practices on a periodic basis to ensure compliance with current laws and regulations.

Planning Agenda

- None needed

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

Students, staff, and faculty are involved in numerous activities each year to foster an appreciation of the diverse populations served by the district and college. These activities include:

- Student events, such as Cinco de Mayo, St. Patrick's Day, and Cesar Chavez day, recognizing cultures and diversity
- Meetings/work of clubs and advisory groups, such as the EEO Advisory Committee, External Diversity Committee, the Multi-Cultural Advisory Counsel, and Movimiento Estudiantil Chicano de Aztlán (MEChA)
- Participation in learning communities, such as Puente and Ujima
- Training workshops available to students, faculty, and staff on topics such as Respecting Diversity and Inclusion, EEO Training and Interview Protocols, Sexual

Harassment Awareness to satisfy the requirements of AB1825, and the District Complaint Procedure

- Accessing the library of training materials concerning diversity issues and discrimination prevention that is available in the Diversity and Human Resources Office to all district groups.

In addition, the district participates in the annual Community Colleges Registry Job Fair held in Los Angeles to recruit candidates for academic and administrative positions. Recruitment advertising is conducted in specific discipline and vocational areas that are targeted to diverse populations to ensure gender equity and ethnic diversity in applicant pools. Personnel in the Diversity and Human Resources Office belong to the Association of Chief Human Resource Officers/Equal Employment Opportunity Officers and the Equal Employment Diversity and Equity Consortium. Their participation in training workshops and institutes provided by those organizations further ensures the workshops conducted for district employees and students are current. Personnel in the Diversity and Human Resources Office have attended training on developing a District EEO Plan and are committed to meeting the deadlines imposed by the State Chancellor's Office for implementation.

Self Evaluation

The standard is met. Positive steps have been taken in this area. The district continues to review available practices, procedures, policies and programs on a periodic basis as a matter of good practice. Pertinent policies, procedures and practices are currently being updated

in accordance with Community College League of California (CCLC) model policies and procedures. Training sessions focused on diversity issues are conducted on a regular basis.

Planning Agenda

- Continue to update policy and procedure

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

A workforce analysis is conducted annually, following the State Chancellor's office and Title 5 guidelines, to determine the demographics (ethnicity, gender, and disabilities) of existing staff and to identify deficiencies. This analysis also includes problem identification, salary, and selection analysis. If inequities exist, the Equal Employment Opportunity Officer will make appropriate recommendations to the President of the college to eliminate any discriminatory practices.³⁹

The District Director of Diversity, Equity and Compliance reviews each hiring opportunity to assess diversity in the recruitment pool. This is done four times during the search process including:

- Review of the initial applicant pool
- Review of pool meeting minimum qualifications
- Review final pool for hiring consideration
- Review final hiring decision.

Self Evaluation

The standard is met. Overall, RCC's diversity profile is good, but the district/college is underrepresented in several job categories. Advertising is extensive and outreach efforts are adequate.⁴⁰ However, for certain faculty positions, additional measures are taken to increase diversity in hiring pools.

Planning Agenda

- Assess advertising, outreach, recruitment programs, and relationships with community-based organizations relative to employment equity and diversity to identify additional methods of disseminating information regarding employment opportunities

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

Descriptive Summary

The accreditation survey addressed employee opinions regarding the institution's demonstration of integrity in the treatment of its employees. 73% of those responding agreed that the institution treats them with integrity and fairness.⁴¹

Internal policies and procedures that are in accordance with labor law, education code, and bargaining unit agreements are in place for the fair treatment of employees and students.

The faculty bargaining unit agreement establishes the work hours, leaves, transfers, improvement of instruction

(evaluation), and grievance procedures. The bargaining unit agreement for staff does the same. Supplemental to the bargaining unit agreements is the information contained in the handbooks for faculty, management, and classified/confidential staff.⁴²

The catalog and the *Student Handbook* provide detailed information to students regarding college policies, matriculation requirements, and student rights and responsibilities.⁴³

The district has numerous policies, which demonstrate its commitment to integrity in the treatment of students, management staff, faculty, and classified staff. Policies espouse the value and need to treat persons equitably and with dignity and respect. These principles are emphasized in the district's Equal Employment Opportunity and Staff Diversity Policy. Bargaining unit contracts include provisions that encourage staff to treat all equitably and with courtesy and professionalism. Contracts with both the CTA and the CSEA outline conditions related to employment provisions that establish fair and equitable procedures and treatment of staff.

The district's Board of Trustees has adopted policies and procedures that assure staff and students of compliance with non-discriminatory regulations.⁴⁴ The *2006/2007 Riverside Community College District Catalog* includes reference to these policies and their importance.⁴⁵

The *Faculty Survival Guide* for 2006/2007 includes information so that faculty can access board policy information and other pertinent materials.

The district and college mission statement are also included in this document.

The *Management Handbook* and the Student Equity Plan⁴⁶ both reinforce the values of integrity, equality, professionalism and ethics. The Student Equity Plan also highlights these principles.

Self-Evaluation

The standard is met. A review of the district's policies and procedures related to equitable treatment of staff and students will be conducted during this fiscal year. A review process has commenced and is targeted to be completed during the fiscal year. Any change to policies and procedures is communicated to all employees, placed online via the district and faculty websites, and updated in appropriate manuals and documents of the district and bargaining units.

Planning Agenda

- None needed

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The district/college understands the importance of training and development

for staff at all levels within the organization. RCC is committed to providing its workforce with training and professional growth opportunities to enable them to fulfill the requirements of their positions and provide the best possible learning opportunities and experiences for students. Professional development activities include staff development opportunities, faculty FLEX workshops, department/Academic Planning Council retreats, student learning outcomes and assessment training, professional growth days, staff recognition programs, and sabbaticals for faculty.

Faculty: In late spring 2006, a decision was made to appoint three (3) separate faculty development coordinators, one on each of the campuses. These faculty positions perform some of the duties that were formerly performed by one district administrator. The most significant duty is coordinating the FLEX days and workshops throughout the year. The coordinator meets regularly with the Faculty Development Committee and they jointly make decisions regarding workshops to offer and the allocation of funding for travel and conference attendance. The Faculty Development Coordinator's duties are significant and are supported through reassigned time. The coordinator reports to the Dean of Instruction and consults with the Associate Vice Chancellor, Institutional Effectiveness on most planned activities.

All faculty are required to engage in 18 hours of FLEX activities every year as part of their contractual obligation. This can be accomplished through attendance at campus workshops or off site conferences or in a number of other ways including individually designed plans

approved in advance by department chairs. Workshops held on campus are verified through the FLEX tracking; off-campus activities must be approved by department chairs and require documentation of participation or completion.

More than fifty different types of workshops are offered to faculty each year.⁴⁷ Workshops vary and include discipline-specific trainings, technology training, work on assessment and student learning outcomes, and broader discussions of teaching and learning. At least twice each year, a series of professional development workshops are offered in conference format. These are typically referred to as Back-to-College days and FLEX days.⁴⁸ Technology Training workshops are offered through the Open Campus⁴⁹ and its Faculty Innovation Center.⁵⁰ Disciplines and departments often host their own discipline-specific trainings. The Faculty Development Coordinator in collaboration with the Office of Institutional Effectiveness coordinates all other professional growth and FLEX workshops.

Full-time faculty may request professional growth credit and salary reclassification as well as sabbatical leaves through the Professional Growth and Sabbatical Leave Committee. Board Policy 7160, Professional Growth, encourages faculty to continue their professional preparation through academic scholarly and professional endeavors.⁵¹ Professional growth credit may be earned through approved activities including workshops, publication, independent study, and course work. The Agreement between Riverside Community College District and Riverside Community College

Chapter CTA/NEA, Article XIII, Section M further governs sabbatical leave policies. The contract allows faculty to pursue course work, independent study or research, and other activities, such as creative endeavors and curriculum development, during their sabbatical.⁵² Faculty development activities and policies are communicated to faculty through the rccdfaculty.net website, the online *Faculty Handbook*, the *Faculty Survival Guide*, the annual mailing to faculty homes, and through the Faculty Development Newsletter, initiated by the Office of Institutional Effectiveness and now written by the Faculty Development Coordinator.⁵³

Management: A variety of learning opportunities are provided or facilitated by the district for the management staff. Topics of training include, but are not limited to, the following:

- Recognizing and preventing sexual harassment
- EEO and interviewing protocols
- Disciplinary and grievance handling
- Customer service
- Motivation of staff
- Evaluation processes for staff
- Interpersonal skills development
- Reasonable suspicion training
- Training through Liebert, Cassidy and Whitmore.⁵⁴

Additionally, Board Policy 3020/4020 provides for Management Professional Leaves. These are educational or professional development leaves for up to three months that are to be consistent with the interests of the district, and related either to the manager's position or the manager's professional, technical, or managerial skills. These activities are limited to independent research, study

through a university, or other study and/or research activities that will improve the employee's managerial or professional expertise to benefit the district. The purpose of such leaves is for managers to become more effective. The activities can be to improve their performance in their current job or one anticipated in the future. Eligibility, restrictions, compensation, application, and reporting procedures are all delineated in Board policy.

Staff: Learning and training opportunities are provided to classified staff to attend a variety of sessions and to participate in professional growth opportunities. The Faculty Innovation Center provides software and technology training and is available to all employees of the district. Departments and units conduct retreats that provide staff learning and development opportunities.

For example, Instructional Department Specialists (IDS) workshops are offered cover items related to IDS or departmental functions. The training covers items related to Datatel changes, and refresher topics relating to departmental issues, teaching assignments, attendance, class sections, and Datatel. These workshops keep the IDS current and provide consistency throughout the district. In addition, a designated staff member trains all new IDS personnel for the district. Handouts are provided and work progress on the completion of a complete a training manual for the IDS.

The district offers a professional growth program for staff. Professional growth is defined as endeavors that are intended to improve skills and job performance and includes a monetary incentive.

Professional growth achievement steps for salary purposes are only granted upon verification of completion of the work in writing from an accredited institution, review by the Professional Growth Committee, and the approval of the Board of Trustees. For additional information about procedures and criteria relative to the professional growth program, see the current CSEA contract.⁵⁵

Self Evaluation

The standard is met. The district is currently reassessing its training and development programs for staff with an interest in providing significantly more and relevant learning opportunities on the training calendar.

Professional development activities for faculty are diverse, extensive, and constantly evolving. All full-time faculty participate in an orientation process that includes face-to-face workshops and online instruction through 4faculty.org.⁵⁶ From 2001-2005, the Office of Faculty Development managed the full-time faculty orientation process. Currently, the Office of Institutional Effectiveness and the Faculty Development Coordinator jointly oversee this process. Detailed agendas for orientation activities are available.⁵⁷ Mentoring of new faculty is provided by the Faculty Development Coordinator and through the new faculty member's department. All new part-time faculty are encouraged to attend a welcome meeting and to use the online resources of 4faculty.org. They are also encouraged to attend faculty development workshops on campus.

The Faculty Development Coordinator duties are significant and are supported through reassigned time.

Planning Agenda

- Expand training for staff facilitated by the district Diversity and Human Resources Office.
- Conduct surveys of staff to assure an alignment between staff interest and needs and training opportunities

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

All faculty and staff development workshops/classes/trainings conducted in the district have an evaluation component. Typically, participants complete a form providing constructive input on various aspects of the training. These results help measure the effectiveness of the class and serve as the basis for improvement to the class. The college continually assesses workplace dynamics to determine patterns, problems areas, etc., to aid in determining where certain types of training might be required. The college also responds to staff requests to provide training in identified areas. Upon exiting the organization, input from staff is obtained via exit interviews and/or forms to gauge satisfaction with district training programs.

In the recent past, several surveys and focus groups were utilized to gather input regarding the efficacy of faculty development programs. Extensive

surveys of needs were distributed as recently as 2004. Information gathered in the focus groups ultimately resulted in the proposal to have a Riverside Faculty Development Coordinator in addition to district-wide activities led by Institutional Effectiveness and by Open Campus.

Managers are being surveyed to assess training needs; identified needs will be incorporated into the district training program.

Self Evaluation

The standard is met. RCC's goal for 2007-2008 is to provide significantly more training programs for the benefit of staff at all levels.

Planning Agenda

- None needed

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Riverside City College Strategic Planning Committee includes a subcommittee for Human Resources. The strategic planning process is designed to better integrate academic, student services, technology, human resources, and facilities plans and budget. Responsibilities assigned to the Human Resources Subcommittee follow:

- To become and remain informed on issues related to human resources

- To assist with identifying human resources needs, including faculty, administration, and staff (after reviewing the Academic Master Plan, program reviews, and other input), and
- To aid in developing a human resources tactical plan aligning emerging academic and service needs with human resource development.⁵⁸

Faculty positions are determined and requested by the college. The Academic Planning Council, composed of deans and department chairs, prioritizes faculty positions based on the Academic Senate faculty hiring prioritization guidelines and the Academic Master Plan.

The guidelines for prioritizing/approving a full-time faculty position include the following considerations:

- A program without a full-time faculty member
- A discipline without a full-time faculty member
- A component of a program or a segment of a discipline sufficiently focused that requires specialized faculty expertise. This could be courses already offered in the curriculum (e.g. physiological psychology) or proposed curricular needs of a discipline or program (e.g. Asian history courses)
 - Consideration will be given to total hours as well as specific daytime hours taught by adjunct faculty
 - Consideration will also be given to those disciplines and programs where recruiting adjunct faculty staffing is difficult
- To improve the ratio of full-time to part-time faculty teaching hours

within a discipline or department;
faculty needed to maintain the full-
time strength of a department

- Consideration will also be given to those disciplines and programs where recruiting adjunct faculty staffing is difficult
- The availability of a uniquely qualified person. This may be related to subject expertise.⁵⁹

The positions then go to the district Office of Academic Affairs for final review and determination of positions that will be filled throughout the district.

Vacant classified, confidential, and management positions require the completion of a Position Recruitment Authorization form.⁶⁰ This form goes through an authorization process beginning with the requesting department, continuing with review by the Associate Vice Chancellor of Finance for budget authorization, and finally ending with the hiring process facilitated by Diversity and Human Resource. New positions are approved through the budgetary process. New job classifications must be submitted through the Classification and Compensation Review Committee for the appropriate classification and salary range. Procedures are available to request reclassification when job duties expand beyond the existing job description.

The college assesses its human resources effectiveness through program review and strategic planning. The program review process includes an evaluation of resources for adequacy and effectiveness. Plans and goals are developed based on the needs analyses performed.⁶¹

Self Evaluation

The standard is met. While the Human Resources Subcommittee for strategic planning has been in existence for approximately two years, this group has yet to be involved in prioritization of position requests for staff, management, and/or faculty.⁶² The Academic Planning Council consults or collaborates with the district Vice Chancellor for Academic Affairs to make these decisions. The determination of the number of faculty hires for Riverside City College is made at the district level; a few new recruitments have taken place during the 2006-07 academic year. As units complete annual program reviews during spring 2007, the Strategic Planning Human Resources Subcommittee will review these plans to inform recommendations for future hiring. The Diversity and Human Resources Office will collaborate and partner with the Human Resources Subcommittee on other projects and issues.

Planning Agenda

- Involve the Human Resources Subcommittee in analyzing the human resource needs identified in program review and other input for human resource planning
- Increase collaboration among the Office of Diversity and Human Resources, the Academic Planning Council, administration, and the strategic planning subcommittees, particularly the Human Resources Subcommittee

List of Evidence

- 1 <http://www.rcc.edu/board/policies/7120.pdf>,
- 2 Sample job announcements
- 3 <http://www.rcc.edu/board/policies/7120.pdf>
- 4 Board Policy 7120⁴; Ed Code Section 88024
- 5 Ed Code Sections 88022; 880023
- 6 Board Policy 7120; Ed Code Section 88021
- 7 *Plan for Tenure Track Faculty Hiring*
- 8 *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007*, p. 50
- 9 Hiring Process for Part-time Faculty by Department
- 10 *Minimum Qualifications for Faculty and Administrators in California Community Colleges*
- 11 <http://www.rcc.edu/board/policies/7120.pdf>
- 12 Title 5, § 53021-53024.
- 13 *Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008*, Article XI-D, p. 27
- 14 *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007*, pp. 25-32.
- 15 <http://www.rccdfaculty.net/forms/eval.jsp>
- 16 *Management Handbook*
- 17 *Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008*, Article XII, page 29
- 18 *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006. p. 3
- 19 PERB ruling on faculty syllabi
- 20 *Assessing Student Learning Outcomes: Riverside Community College District*, September 26, 2006. p. 12
- 21 <http://academic.rcc.edu/academicsenate/Ethics.htm>
- 22 <http://www.rcc.edu/board/policies/6200.pdf>, <http://www.rcc.edu/board/policies/3110.pdf>,
<http://www.rcc.edu/board/policies/4110.pdf>,
<http://www.rcc.edu/board/policies/6110.pdf>,
<http://www.rcc.edu/board/policies/7120.pdf>,
- 23 *Management Handbook, Disciplinary Action*
- 24 *Classified Handbook, Section VIII, Miscellaneous*
- 25 <http://www.rcc.edu/board/policies/1080.pdf>,
<http://www.rcc.edu/board/policies/2715.pdf>
- 26 AB301 California Peace Standards
- 27 Government Code Section 3301,
Penal Code Sections 830.1, 830.2, 830.3, 830.31, 830.32, 830.33 (except subdivision [e]),
830.34, 830.35 (except subdivision [c]), 830.36, 830.37, 830.38, 830.4 and 830.5
- 28 www.cccco.edu/divisions/cffp/fiscal/standards/full_time_faculty_obligation.htm
- 29 *RCCD Fact Book 2007*
- 30 State Chancellor's Office website, www.cccco.org

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- ³¹ Classification and Compensation Review Committee Procedures
- ³² RCC Accreditation Survey, Fall 2006
- ³³ RCC Accreditation Survey, Fall 2006
- ³⁴ New Employees Agenda Orientation
- ³⁵ Section 1198.5 of the Labor Code
- ³⁶ Human Resources hours are: Monday – Thursday, 7:30 a.m. – 5:00 p.m., and Friday, 7:30 a.m. – 4:30 p.m.
- ³⁷ *Agreement between Riverside Community College District and Riverside Community College Chapter CCA/CTA/NEA, 2004-2007. Article XII*
- Agreement between Riverside Community College District and Riverside Community College Classified Employees, 2005-2008, Chapter #535, Article XIII*
- ³⁸ Locked file cabinets at RCCSO
- ³⁹ Title 5 § 53004
- ⁴⁰ Excel grid from Office of Diversity and Human Resources
- ⁴¹ Results from RCC Accreditation Survey, Fall 2006
- ⁴² *Faculty, Management, and CSEA Handbooks*
- ⁴³ *Student Handbook*
- ⁴⁴ Board Policy 7120 (Recruitment and Hiring Policy);
Board Policy 3410– Non-Discrimination; Board Policy 6200 – Non discrimination in Programs and Activities
- ⁴⁵ *RCCD District Catalog 2007-08*
- ⁴⁶ Student Equity Plan.
- ⁴⁷ see the annual FLEX report and FLEX track
- ⁴⁸ <http://www.rccdfaculty.net/pages/eventmaterials.jsp>
- ⁴⁹ <http://www.opencampus.com>
- ⁵⁰ <http://www.opencampus.com>
- ⁵¹ Board Policy 7160 (Professional Growth)
- ⁵² Board of Trustees reports reflecting sabbatical approvals
- ⁵³ *Faculty Handbook, Faculty Survival Guide, Learning Curve*
- ⁵⁴ Liebert Cassidy Whitmore Training Schedule
- ⁵⁵ Exhibit A, page 58 of the current contractual *Agreement between RCCD and Riverside Community College Classified Employees Association, Chapter #535*
- ⁵⁶ 4faculty.org
- ⁵⁷ <http://www.rccdfaculty.net/pages/orientation.jsp>
- ⁵⁸ *Riverside Community College District Strategic Planning Process 2001-2006*
- ⁵⁹ Full-time Faculty Hiring Process
- ⁶⁰ Position Recruitment Authorization Form
- ⁶¹ *RCCD Instructional Program Self-Study Resource Guide, September 2006; Student Services Program Review 2005; Non-instructional program review process*
- ⁶² Minutes from meetings Human Resources Subcommittee

Standard III.B





Standard III: Resources

B: Physical Resources

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Standard III: Resources

III.B. 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.

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.

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.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Riverside City College (RCC) is situated on a multi-level set of beautifully landscaped and maintained grounds on one hundred eighteen acres located off a central freeway with adequate surface street access. The college's physical facility includes 638,663 outside gross square feet and 444,049 assignable square feet of lecture and office space. There are 11,283 assignable work areas

and 939 offices and lecture spaces in forty-five permanent structures and fifty-one portable units. The college's buildings and structures are visible evidence of a rich history that spans 91 years with contemporary buildings like the Digital Library Learning Resource Center, built in 2003, and the A.J. Paul Quadrangle, begun in 1923. Since 1916, Riverside City College has served the community's needs by providing accessible, comprehensive affordable post-secondary education to a diverse community of learners in comfortable, functional, safe, and aesthetically pleasing facilities and grounds.

Physical resources operations and planning within the Riverside Community College District (RCCD) has undergone major changes since the last accreditation self-study. The passage of Measure C Bond has made it possible to address renovation, improvement, upgrade and expansion of facilities.

As the district transitions from a single college, multi-campus structure to a multi-college environment, organizational changes, including the creation of a new capital planning process and the reorganization of the Facilities and Planning Department, have affected physical resources at the college. The former Facilities and Planning Department was reorganized into the district Facilities Planning, Design, and Construction Department and the college Facilities/Operations and Maintenance Department (hereafter referred to as the Facilities Department). At the time of this writing, management positions at the district level include administrators for planning, design, and construction, and the Director of Maintenance and

Operations has dual responsibilities with both district and campus level duties. These changes in scale and the growth throughout the district have strained existing resources.

In spring 2004, the district/college refined an ongoing and systematic strategic planning process in which the mission is central to planning and decision-making. This process uses quantitative and qualitative data for decision-making and links assessment, program review, and academic planning with strategic planning. The planning process, including physical resources planning for sufficiency and safety, consists of intra-departmental discussions and an open dialogue among department chairs and administrators throughout the district/college. Disciplines perform an extensive program review every four years. Departments, which may consist of more than one discipline, synthesize program reviews into departmental plans. In addition, departments perform an annual program review focused on student learning outcomes assessment and resource needs. The Academic Planning Council (APC), consisting of college department chairs and deans, reviews instructional departments' plans and consolidates them into an Academic Master Plan (AMP).¹ The Strategic Planning Committee (SPC) considers the Academic Master Plan and recommends an implementation plan for integrating academic, student services, and library/learning resources needs with human, physical, technology, and financial resources. The college SPC forwards recommendations to the District Strategic Planning Committee (SPEC) for review, approval, and integration with the district's approach to growth and development.²

Recently, with college participation in the selection process, the district hired consultants to develop new Long-Range Educational and Campus Master Plan (EMP) for the district and the three campuses.³ This EMP includes a revised Facilities (College) Master Plan which will take into account future growth and facilities needs. This new Facilities Master Plan is expected to be dynamic and adaptable, to be revised as financial and physical circumstances change. Until the new EMP is adopted, additional requests for space and facilities needs will follow the district and City Campus strategic planning processes.

Measure C

Prior to the passage of Measure C, a survey was conducted district wide to identify a potential list of projects and usage for the funds.⁴ The results were distributed to both the Academic Planning Council (APC) and the Strategic Planning Committee and a prioritized list of possible projects was developed. In spring 2004, voters approved the Riverside Community College District Improvement Measure C. The measure is intended to improve local student access to job training and four-year college preparation classes, improve campus safety, add and enhance upgrades for academic classroom and lab areas, such as police, firefighting, paramedics and healthcare training facilities, expand public safety, and repair, acquire, construct, equip buildings, sites, and classrooms. More information about the use of the funds is included in the full ballot measure for the bond.⁵

Riverside City College-specific projects from the ballot proposition include:

- Repair and maintain deteriorating campus flooring, roofs, walls, windows, plumbing, and electrical systems
- Install new fire alarm and communication systems and energy efficient lighting
- Reduce earthquake risks by seismic retrofitting older buildings
- Improve facilities and sites to meet legal requirements for disabled persons' ADA access
- Acquire property to expand student capacity.

Proposed site safety and security projects from the ballot proposition include:

- Improve pedestrian access routes across campus
- Add exterior lighting
- Implement safety upgrades to relieve traffic flow and parking congestion
- Upgrade water, storm drains, sewer, mechanical, heating, ventilation and gas infrastructure to current safety codes
- Improve emergency access and evacuation routes
- Redesign campus road network to eliminate dangerous intersections and unsafe conditions, reduce gridlock, improve pedestrian safety, and increase access for emergency vehicles.

Measure C-funding was used to complete and/or augment state funding for the following projects that have been completed or are in progress:

- Replace Martin Luther King Teaching and Learning Center Roof (completed)
- Build Parking Structure (completed)

- Quad modernization (to be completed summer 2007)
- Athletic fields, Phase 1 (completed)
- Implement California Community Colleges and Investor Owned Utilities (CCC/IOU) Partnership Program and Energy Modernization contract with NORSECO, an energy services company specializing in assisting higher education institutions, including the following projects: (in process)
 - a. Implement new Energy Management System (EMS)
 - b. Replace boilers in the Administration Building, Cosmetology Building, Wheelock Gym, Landis Auditorium, Bradshaw Student Center, and Clock Tower
 - c. Replace chiller and cooling tower in Business Education mechanical room
 - d. Enhance outdoor and walkway lighting in parking lots A, B, C, and D
 - e. Retrofit interior lighting from T-12 to T-8
 - f. Install motion control sensors for all classroom lighting.

Sufficiency

The college utilizes formulas developed by the State Chancellor's Office, including capacity/load ratios, space inventory, and FTES to measure sufficiency. These formulas and ratios are used to determine the college's eligibility to request state funds for new construction. Ratios over 100% indicate under-utilization of buildings while ratios less than 100% can qualify the college for additional square footage. For 2005-2006, RCC demonstrated the need for

additional space in all areas--lecture space (67%), laboratory space (79%), office space (80%), AV/TV space (75%), and library space (65%).⁶

The district has a five-year capital construction plan for new buildings and renovations.⁷ The plan includes projects that were identified through a college wide survey,⁸ incorporated into the campus AMP⁹ and prioritized through the SPC. Among these are the parking structure that opened in November 2006, and the renovated Quadrangle that will reopen in fall 2007. To meet the demands of the nursing program, related sciences, and mathematics, a new nursing/sciences building is scheduled to begin construction in fall 2008. Currently, the number of nursing applicants is more than seven times the number of spaces available, and the new facility will expand instructional and laboratory space to meet the growing demand for more trained nurses and for additional class sections in the related sciences. A multifunctional Student Services building is necessary to adequately support the needs of a growing and diverse student population and the integrity of RCC programs and services. The facility, planned for completion by 2012, will consolidate student services in one building to provide accessible, efficient, cost-effective, and student-friendly support services.

The college began using Resource 25 in spring 2006 to organize and evaluate classroom and building use. Resource 25 was piloted to replace the current room scheduling system and to maximize the college's use of its classrooms and facilities. While Facilities continues to use Resource 25 to schedule events, the

academic departments suspended the use of Resource 25 in spring 2007 and returned to the former system of manual room assignment.

RCC's "6226" process for minor alterations and remodels occurs once a year. It includes a timeline for submission, a review, evaluation based on health and safety considerations, a prioritization, approval, and funding. Remodel requests are submitted by instructional and non-instructional units to Facilities. Once remodel requests are submitted, the Office of Planning, Design and Construction (PDC) estimates the cost of each request and provides the requester with an estimated budget to complete the project. As a next step, the PDC Office determines whether the requests are considered work orders or remodels or alterations. It also reviews and prioritizes the requests based on health and safety considerations. Then, a worksheet, which includes the cost of remodel alterations, health and safety prioritization and classroom environment considerations, is sent to each department chair and vice president for the appropriate area, and finally to the Vice Chancellor of Administration and Finance. The vice presidents and president review the worksheets with deans, directors, and department chairs for their areas and present their prioritized list to the "Budget Bunch" which consists of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services. The Budget Bunch makes the final funding recommendations and prioritizes the list. Once approved, the list is forwarded to the Facilities Department in order to plan, schedule, and implement "6226" projects.

Safety/Healthful Environment

The college assures safety, security, and access to its facilities in five major ways. First, all blueprints and other designs for new buildings are submitted to a state agency, the Division of State Architects (DSA).¹⁰ DSA ensures safety and compliance with federal Americans with Disabilities Act mandates. Second, an internal maintenance system generates and tracks work orders to correct any situation that poses a potential safety or health risk to students and/or employees.¹¹ Third, the Facilities Manager maintains a scheduled maintenance list to track the life expectancy of major components of physical resources¹² such as roofs, heating and cooling systems, and fire suppression systems. As equipment is replaced, the scheduled maintenance list is updated and warranty information is documented. Fourth, College Safety and Police monitor properties and community service officers conduct routine patrols of all campus areas and focus on problem areas as needed. The college is working on ways to enhance safety and security through technology. Camera systems installed in various locations, like the new parking structure serve as deterrents while enhancing overall security and safety. Fifth, the college participates in a transitional program mandated by the state to enhance accessibility for physically challenged students, including the continuing removal of barriers and the adaptation of RCC's facilities to provide improved access campus wide. RCC is committed to comply with and meet all ADA issues. The first phase of this program included the conversion of many restroom stalls (wheelchair accessibility, handrails, and door hardware), curb cutting, enhanced ramp

access throughout campus, and meeting the demands for more ADA parking spaces. Phase two continues with the transitional ADA plan. New elevators will be installed, inter campus curbing will be removed, door hardware will be updated, and ADA interior building path of travel will be improved.

Precautionary measures will continue to include the removal of hazardous materials, such as asbestos, lead paint, and Polychlorinated Biphenyls (PCBs). As another safety feature, strategically located emergency campus phones (blue light safety/emergency systems) have been installed using Measure C money. They enable students and staff to alert police of any potential problems or emergencies on campus.

Emergency information is posted in public locations throughout the campus buildings and in every classroom. They provide emergency exit routes and important information to be used in the case of emergencies.

Following the reorganization of the Facilities and Planning Department, monthly quality control safety inspections were suspended for a short period of time. The Facilities Department reinstated the inspections in February and now performs bi-monthly quality and safety inspections. On a monthly basis, exterior lighting charts are submitted which enables facilities to monitor the consistency of lighting. Elevator service and large mechanical equipment, such as chillers, pumps, and cooling tower, are all inspected. Along with monthly inspections, annual facilities assessments check compressor, fume hoods, and gasoline pumps for Air Quality Management District compliance

permits. The department also checks boiler emissions using Environmental Protection Agency standards. Elevator permits, hydrants, wet systems (sprinklers), back flow devices are inspected annually as part of mandated compliance ordinances.

The college ensures all safety, security, and access issues are addressed for off-site facilities. The same maintenance agenda that applies to on-campus buildings is applied to off-campus sites owned by the district. For buildings that are leased by the district, health and safety issues are recorded and brought to the attention of the commercial property manager. Facilities follows up to make sure concerns have been addressed.

As a result of discussions initiated in the Academic Senate and SPC, the college has recently incorporated a campus-wide recycling program into its current waste management operation. The program includes recycling receptacles for faculty, staff, and student use in all buildings and in the Lovekin Complex. The recycling program will further the Facilities Department's stated purposes of environmental leadership and waste disposal, while providing a potential economic benefit to the campus through cost-avoidance (as a result of decreased disposal costs) and revenue generation (as a result of the sale of recyclable materials).¹³

Self-Evaluation

The standard is met. The operation of the physical facilities functions seven days a week and 24 hours per day. The college provides a safe, sufficient and attractive environment to support learning. Responses on the recent employee

accreditation survey verify this as 73% of respondents believe "the campus buildings provide a safe and healthy environment in which to work and learn."¹⁴

The physical environment is monitored through the use of computerized energy management system (EMS), work order system, facilities utilization report (Resource 25) enables the college to provide an optimum, healthy, safe and distraction free environment during all hours of operation.

The integration of planning, construction, and design will improve the efficiency of equipment replacement and repairs. The college Facilities Department should have input in vendor selection for major operating capital equipment to ensure equipment is standardized and integrated with existing systems. Without this integration, multiple vendors are sometimes used for projects which creates inefficiency when dealing with maintenance repair issues. For example, when the Digital Library/ Learning Resource Center was built, the elevators were purchased from a different manufacturer than the other elevators on campus. The elevators for the Martin Luther King Teaching and Learning Center were purchased from a third manufacturer. When there is a need for replacement parts or service repairs, there are a variety of vendors involved, which potentially creates a situation that is less efficient, more costly and time consuming. Recommendations are being developed to ensure specifications and standards for infrastructures, elevators, light fixtures, and mechanical equipment are established. This will also ensure a protective mechanism during initial project planning, avoid potential value

engineering, and increase the Facilities Department's ability to maintain the campus in a cost-effective and efficient manner.

Measure C

Facilities and equipment funding is based on FTES. Funds are allocated through the administration with supplementary programs, such as one-time Block Grant funds, community donations, and Measure C funds. If the district/college builds facilities that exceed the allowances based on state load ratios and standards, the district/college must fund the operational costs of maintaining and operating the buildings. Every decision regarding space and its use has the potential of impacting qualification for state funding and capital development. This underscores the importance of the strategic planning process.

Beginning in February 2006, a funding source was designated to support the cost of planning "exploration" prior to identification of qualified capital projects. The Planning, Design, and Construction Department has provided support in identifying projects for potential state funding. Once a specific state project is identified for funding, the district/college has a constituent-driven planning and design process.¹⁵ Design Advisory Committees are involved during the preparation of the Initial Project Proposal (IPP) and the Final Project Proposal (FPP).¹⁶

Sufficiency

The intent of the planning process is to build upon a learner-centered curriculum framework, focusing on a planning strategy aimed at shaping the direction of

the emerging colleges. The process incorporates more dialogue between faculty, department chairs, and administrators than in the past, and this dialogue is intended to better evaluate and plan for physical resource needs. However, the planning process sometimes appears to be driven more by the availability of state funding, derived from space standards and load ratios, than by the formal academic planning process.

At the time of this writing, the college has hired a consulting firm to assist in the development of a Facilities Master Plan. Architectural firms were selected to systemically evaluate the educational and physical plant needs of the campus; these firms will provide assistance and guidance that will lead to the generation of an Educational/Facilities Master Plan and refinement of the Strategic Capital Projects Plan for the Riverside City Campus as well as the current or proposed educational centers assigned to the college.

With the plan, the college will utilize a more effective means of allocation of space to support programs and services. The college is incorporating equipment replacement and infrastructure renovations into the Facilities Master Plan. Funding for new equipment, equipment replacement, and program expansion will improve through comprehensive reports and long range planning.

Classroom scheduling to maximize efficiency requires review.¹⁷ The use of Resource 25 created issues for the college. As a result, the City Campus enrollment management group has suspended the full use of Resource 25

until further study on the application has been completed. However, the event planning function of Resource 25 works well and serves as a valuable tool for the Facilities Department.

Safety/Healthful Environment

Despite limited funds for additional operating costs, the college's Facilities Department has been able to effectively provide adequate service through efficient use of existing staff and judicious use of resources. The current maintenance, grounds and custodial staff work diligently to ensure that the buildings are kept safe and clean and that all extra curricular activities are provided with the equipment and services needed.

Generally, police services are linked to population (officers per thousand or per hundred during special events) and security needs. Assuring that the college has adequate safety and security relies on proper personnel coverage. Information gathered from the accreditation survey indicates that employees generally feel safe on campus during the day. In response to the statement "I feel safe on campus during the day," 91% strongly agreed or somewhat agreed. Only 9% of the respondents disagreed or said they had no basis for judgment. However, this feeling of safety decreases in the evening. In response to the statement "I feel safe on campus during the evening," 59% strongly agreed or somewhat agreed. 30% disagreed and 10% stated they had no basis for judgment.¹⁸

In response to the employee accreditation survey item, "This college has adequate physical accommodations for people with disabilities," the majority of responders, 62%, were in agreement. This indicates

the college has made reasonable progress, but is continuing to improve its efforts in this area.¹⁹

The Facilities Department plans to assess the effectiveness of its quality control safety inspections. The department also needs to improve the process for providing an accurate record of age and condition of equipment in order to correspond to scheduled maintenance programs. This will ensure that both lists are correct and kept up-to-date.

In efforts to assure quality and sufficiency and support the educational program, the twenty-point classroom checklist is being revised and updated.²⁰

The Director of Maintenance and Operations reviews and assesses the annual trends of utility usage and projects potential energy utilization as part of the physical resources planning process. The program review needs to be maintained and utilized to ensure maximum efficiency.²¹ During the reorganization and ensuing transition, the college Facilities Department has not performed program review, but will be included in the non-instructional program review scheduled to begin in September 2007.

Planning Agenda

- Complete the realignment of the Planning, Design, and Construction Department and the college Facilities Department to ensure integration of district planning and construction with college facilities operations
- Create and maintain a list of proper standardized equipment to meet campus needs

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of total cost of ownership of new facilities and equipment.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Riverside Community College District's 2008-2012 Five-Year Construction Plan, approved by the Board of Trustees on June 12, 2006, included long-range capital planning.²² The plan melds physical plant development with projected classroom needs and links facilities planning with the college's educational goals.²³ Following the passage in 2004 of Measure C, the capital improvement bond used primarily to leverage state capital funds and fund non-state supportable projects for the district/college, the college has been able to modernize its facilities and add new buildings. Long-range projects will be prioritized and developed over the next ten to twenty years.

The formula for the total cost of ownership of facilities and equipment

includes capital investment, operating costs, short-/long-term requirements, debt service, and ownership versus renting/leasing, useful life, and salvage value. The college Facilities Department works in cooperation with the district Facilities Planning, Design, and Construction Department to meet the needs of the college.

Prior to 2006, the district Planning and Facilities Department conducted an annual program review. The process was used to assess the effective use of the college's facilities and resources. Assessments include work order reviews; classroom efficiencies; utility usage including gas, electric, water, and waste disposal; and district vehicle maintenance, repair, and gasoline consumption. Using a state-recognized square foot formula, this assessment is analyzed into cost per-square-foot. The cost per-square-foot figure is used to evaluate and monitor existing space, and the results are used to project future allocated funds. These data are used for operations, supplies, utilities, and trending. Beginning in September 2007, the college Facilities Department will be part of the campus-based non-instructional program review process.

The long-range plans include scheduled maintenance, ADA improvements, and 6226 minor capital remodeling and alterations. Scheduled maintenance at Riverside City College includes replacing the roofs on RCC's permanent structures; significant improvements in utilities; replacement of boilers, air handlers, and chillers across the campus; the replacement of exterior doors campus wide; and maintenance on interior treatments. Plans will also include secondary effects to the existing Life

Sciences and Physical Sciences buildings after the completion, in 2010, of the planned Nursing, Mathematics, and Sciences building. Additional scheduled maintenance includes the Administration, Art/Ceramics, Technology A, Cosmetology, and other aging buildings as well as Wheelock Stadium.

Phase II of the transitional plan of the ADA compliance issues includes curb cutting, restroom accessibility, elevator improvements, and signage.

Scheduled 6226 minor capital remodel and alterations include minor electrical alterations and improvements; replacing windows, exterior siding on the Evans Sports Complex, and the overhead bay doors of the Auto Tech building; installing new carpeting; basic remodeling; and many other smaller projects to improve the appearance or performance of RCC's physical resources.

As discussed in III.B.1., the district/college has refined its planning process. In spring 2004, the college Strategic Planning Committee (SPC) was formed from the former Riverside City Site Committee and began meeting. The committee, consisting of faculty, staff, administration, and students, meets monthly during the academic year and is co-chaired by the college President and a faculty member (Liaison to the Academic Senate and representative of the APC). Since 2004, the committee's composition, by-laws (approved in 2007), and functions have been subject to ongoing improvements. The committee reviews requests from multiple constituencies and monitors physical resources.

To facilitate the integration of planning, the Strategic Planning Committee is composed of nine subcommittees aligned with the accreditation standards. The Physical Resources Subcommittee is charged with the following responsibilities:

- To develop a facilities master plan aligning academic and student service needs and requirements with facilities
- To ensure that security issues are addressed and coordinated with College Safety and Police
- To assist in decision-making and recommendations regarding new facilities and refurbishing of existing facilities.²⁴

At both the Academic Planning Council and Faculty/Administration spring retreats, participants completed a facilities needs survey.²⁵ Survey results were used in the development of a facilities improvement plan. During the March 30, 2004, SPC meeting, committee members reviewed information regarding the facilities improvement plan and discussed the roles of the college and district SPCs in developing the plan.²⁶ The SPC had the opportunity to suggest revisions to the 2008-2012 Five-Year Capital Construction Plan.

In addition, the district hired a consultant to review and provide recommendations for the facilities planning and construction management process.²⁷ After reviewing RCCD planning documents spanning twenty-three years, the consultant observed that RCCD has a "very sophisticated planning process developed in 2003," including a "learner-centered curriculum framework and structure" used to accomplish goals.²⁸

The consultant recommended that the district utilize the existing planning process to generate long-range academic master and growth plans for the colleges. Further recommendations included the “need to engage outside planning consultants to assist the college with fully developing its academic and facilities master plan”.²⁹ At the time of this writing, a consulting firm has been hired to assist the college in developing an Educational Master Plan and Facilities Master Plan.³⁰

Self-Evaluation

The standard is met. Long range capital planning has begun and will continue. The Five-Year Capital Construction Plan includes many facility improvements to support college programs and services. The facilities planning approach enables the district/college to leverage Measure C funds for future projects and to utilize Measure C funds for capital projects that do not qualify for state funding. Although the district/college has developed a five-year plan, the college needs to plan even further into the future so that campus resources are best utilized for program and service goals. The Physical Resources Subcommittee of the Strategic Planning Committee is charged with assisting in decision-making and making recommendations to the SPC regarding new facilities and refurbishing of existing facilities based on program reviews and the Academic Master Plan. However, in practice, the subcommittee has not yet used academic planning documents in this manner. Facilities requests have been brought forward, and ad hoc committees of the SPC have been formed to review plans when needed. The SPC has voted and approved facilities requests, but the

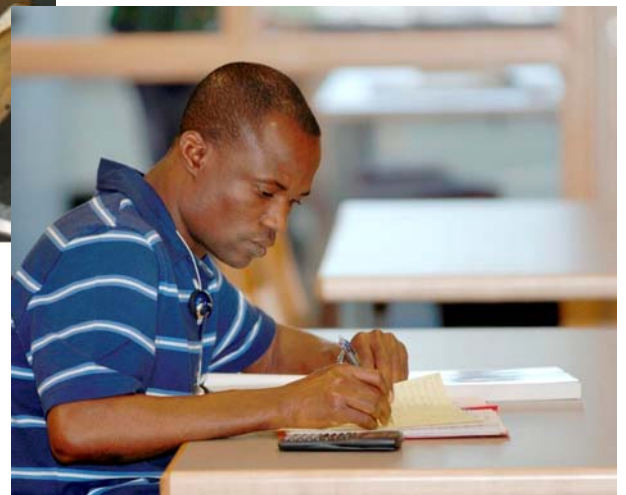
integration with academic and student services planning is not fully realized. The program review process, both instructional and non-instructional, does assess the effective use of physical resources. The Physical Resources Subcommittee will begin to use program reviews, the Academic Master Plan, and the Facilities Master Plan to make facilities construction and refurbishing recommendations to the SPC. Furthermore, the Physical Resources Subcommittee and the SPC will use recommendations for physical resources improvements from program reviews to better integrate physical resources planning with institutional planning.

Planning Agenda

- Utilize the planning process to generate a strategic long-range capital plan
- Develop and maintain stronger linkages among program reviews, academic and student services plans, and facilities planning

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- ¹ *Academic Master Plan, 2005-2010*
 - ² *Riverside Community College District Strategic Planning Process 2001-2006*
 - ³ Board minutes: consultant contract for “Long Range Educational Program, Growth, and Capital Plans”
 - ⁴ Measure C Survey
 - ⁵ Full text ballot proposition for Bond Measure Election, March 2004
http://www.rcc.edu/community/cboc/files/cboc_ballot.pdf
 - ⁶ 2008-2012 Five-Year Capital Construction Plan
 - ⁷ 2008-2012 Five-Year Capital Construction Plan
 - ⁸ Measure C Survey
 - ⁹ Riverside City Academic Master Plan
 - ¹⁰ Department of State Architects (DSA) submissions
 - ¹¹ Work Orders – safety and valid emergencies; preventative maintenance work orders; date, costs, and problem nature
 - ¹² Scheduled Maintenance lists – roofs, utilities (chillers, pumps, motors), mechanical equipment (transformer upgrades)
 - ¹³ Announcement of recycling program, e-mail Director of Facilities
 - ¹⁴ Results of RCC Employee Accreditation Survey, Fall 2006
 - ¹⁵ RCCD Capital Planning/Construction process; capital project sequence checklist
 - ¹⁶ Approval process for new facilities projects (IPP, FPP)
 - ¹⁷ Facilities efficiency reports
 - ¹⁸ Results of RCC Employee Accreditation Survey, Fall 2006
 - ¹⁹ Results of RCC Employee Accreditation Survey, Fall 2006
 - ²⁰ Twenty point classroom checklist
 - ²¹ Annual Facilities Program Review
 - ²² Board of Trustees June 20, 2006 Meeting Minutes
 - ²³ 2008-2012 Five Year Capital Construction Plan
 - ²⁴ Riverside City College Strategic Planning Committee Constitution & Bylaws
 - ²⁵ Facilities needs survey; Academic Planning Council Minutes; Faculty/Administration Retreat Minutes
 - ²⁶ Strategic Planning Committee March 30, 2004 Meeting Minutes
 - ²⁷ Board of Trustees August 23, 2005 Meeting Minutes
 - ²⁸ Webster, C. Michael. A Review of Facilities Planning and Construction Management: Executive Summary
 - ²⁹ Board of Trustees February 21, 2006 Meeting Minutes
 - ³⁰ Board of Trustees February 20, 2007 Meeting Minutes

Standard III.C





Standard III: Resources

C: Technology Resources

Subcommittee Members:

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Standard III: Resources

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.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Riverside City College receives its technical services and support through district-level departments and campus-based support services.

District-level Departments Information Services (IS)

The Information Service group is responsible for districtwide information delivery infrastructure and its supporting components. Organizationally, this encompasses the following services and support groups within Information Services:

- Network Services
- Administrative Systems
- Desktop Computing
- Telephony Services
- District Help Desk.

Conceptually, the Information Services group is committed to providing the necessary support to ensure the delivery

of requisite services to meet the educational and administrative requirements of RCCD. Specifically this includes:

- Planning and maintenance of a reliable and robust network for local area inter and intra campus networks, as well as institutional access to the public Internet and the World Wide Web
- Providing a comprehensive enterprise-level administrative system capable of recording, storing, and reporting on data for student, financial, academic, and administrative transactions
- Supporting a centralized internal telephone system, designed to minimize calling charges, as well as delivering enhanced services such as four digit dialing, voice mail, and unified messaging
- Offering hardware and software support of district micro-computers for faculty and staff, academic computing labs, and related servers
- Centralizing Help Desk functions for all of the Information Services groups, as well as servicing Open Campus and Facilities Management groups
- Providing the development, deployment, and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other district resources such as Open Campus, Accounting and Financial Services, Human Resources, and the Web Development group
- Assisting constituents in planning technology for new buildings, offsite

learning centers, and other district projects.¹

Network Services, Telephony Services, and Administrative Systems (including Datatel) are located on the Riverside City College campus. Staff in the operations center monitor and manage the networking infrastructure and Private Branch Exchange (PBX)/Voice-over-Internet Protocol (VoIP) phone and Datatel systems. Network Services provides free wireless Internet service to students, faculty, and staff.

The district Help Desk provides a centralized system for addressing incoming help desk requests. The Help Desk distributes work assignments as appropriate including desktop, laptop, network, e-mail, campus lab, wireless, Web Advisor support, and Open Campus assistance requests.

Information Services staff make every effort to protect the software and equipment on all computer systems. Computer workstations are installed with up-to-date software. Staff and administrators' desktops and laptops, and academic computers are all configured to download up-to-date versions of anti-virus software whenever it is released. Information Services provides centralized security and intrusion detection, anti-spam filtering, and network monitoring to ensure a reliable, secure network environment.

Instructional Media Center (IMC)

The Instructional Media Center's primary purpose is to provide instructional media support to the district's academic programs. IMC supports and when possible services audio-visual equipment

in classrooms as well as the district's videoconferencing services. Primary areas of responsibility include:

- Audio-visual equipment delivery to classrooms and conference/meeting rooms
- District VIP media requests
- Service and repair of media equipment
- Videoconferencing
- Satellite down linking
- Streaming media
- Assistance with new equipment acquisition, installation, and training of faculty/staff.

IMC provides technical assistance and media production services in various formats including video, audio, graphics and animation, digital imaging, scanning, digital photography, and PowerPoint presentations. IMC services are also available on a fee basis for special programs, which are supported and/or sponsored by RCCD in cooperation with city, county, civic and community agencies.

The IMC also maintains a website, which provides 24/7 access to information regarding:

- KRCC (RCC's television station)
- Available audio-visual equipment
- Production, satellite downlinking and videoconferencing information
- Procedures and forms for requesting IMC equipment and services.²

Open Campus

Open Campus provides distance learning for over 20,000 students per year along with training and support for online instruction. Open Campus is responsible

for all aspects of online and distance education at the college and district levels, including:

- Online, hybrid, and web-enhanced course set-up and maintenance, upgrades, training, backup, and implementation, in conjunction with the host provider (WebCT/Blackboard)
- Online support training includes web page publishing software, streaming media software, peripherals via one-on-one training, FLEX workshops, and Hybrid Academy
- Maintenance of servers and software licenses for online-related instruction.³

To assist faculty, Open Campus also provides support for many other software applications, such as Excel, PowerPoint, and Camtasia.

Academic Information Architecture and Web Services

Academic Information Architecture and Web Services provide the following services:

- District wide assistance to academic departments, programs, and faculty in the development of websites
- Input related to e-learning strategies
- Management of academic webservers including the assignment of server space and creation of individual system accounts
- Oversight of system management tasks, including data backup, preventive maintenance, internal structure, security, and performance monitoring related to academic web servers

- Web policies, practices, and procedures related to faculty, academic, and instructional program websites.⁴

Public Relations

Public Relations provides and maintains website infrastructure for the district and college, including online versions of the catalog, schedules of classes, and other online college publications.⁵

Library Technology

The library provides technology district-wide including an online library catalog, e-books, streaming media materials, online periodicals, videotapes, microfilm, and assistive media technologies.⁶

Learning Support Services

Disabled Students Programs and Services provide adaptive computer technology for students with disabilities.⁷

Information Systems, IMC, Open Campus, Academic Information Architecture, Library, and Learning Support Services are all located at Riverside City College. Public Relations is located at the district office on Spruce Street.

Campus-based Support Services

Facilities

Facilities provides and maintains workstation fixtures and furnishings, centralized systems for power, environmental control, fire suppression, and assistive facilities for disabled students.

Martin Luther King Teaching and Learning Center (MLK TLC)

Campus-based discipline-specific support services are provided in the Martin Luther King Teaching and Learning Center which opened for operation in fall 2005. The MLK TLC houses discipline- and technology-based classrooms and learning labs designed to enhance the operation and effectiveness of the college. These include:

- World Languages – 2 rooms with a total of 67 computers
- Writing and Reading Center – 2 rooms with a total of 84 computers
- Computer Information Systems – a CIS Advanced lab with 27 computers, a CIS Cisco Certification Lab with 27 computers, and a general CIS lab with 108 computers
- Nursing – 3 rooms with a total of 96 computers
- Mathematics – 3 rooms with a total of 122 computers
- Community for Academic Progress/Mathematics – 3 mobile carts with 16 laptops per cart.

Discipline-specific lab coordinators manage each laboratory or center. The MLK TLC also houses the Vocational Education Testing Center (13 computers) and the Faculty Innovation Center (23 computers).⁸

In addition to the MLK TLC, there are many other computerized classrooms on campus that are available to meet faculty, staff, and student needs.

Digital Library and Learning Resources Center (DLLRC)

As described in Standard II.C., the DLLRC opened to the college, the district, and the public in September 2003, with four floors and 81,000 square feet of assignable space. With physical seating for 1,200 and 431 computer workstations, the DLLRC is equipped and funded to offer online databases, wireless networking, electronic reserves, streaming media, teleconferencing, multimedia production, and cable broadcasting.

Library/Learning Resources provides remote online access to materials and services via the library web sites. Library materials available 24 hours a day, 7 days a week from the library's web site, Library Access to Monographs and Periodicals (LAMP) (<http://library.rcc.edu>), include:

- The online catalog containing the bibliographic records of all library materials, including hardcopy and electronic books, periodicals, and physical/streaming media
- E-books and electronic course reserve materials
- Electronic resources via subscription databases, which contain citations, abstracts, and increasingly the full text of articles from magazines, journals, newspapers, and reference resources
- Tutorials and guides to finding and using information
- General information about library resources and services.

The Digital Library provides streaming media services to campus classrooms.

Adaptive equipment and software are available in the DLLRC to accommodate the needs of disabled students. The library printers and copy machines are on maintenance contracts providing for the replacement of parts, hardware, and software at no additional charge. IMC technicians maintain the DLLRC student and staff computers (hardware and software) and update all software and security packages. All library multi-media equipment, including televisions, DVD players, and VCRs, is secured to prevent theft.

Staffing

The IMC, housed in the DLLRC, has seven full-time and approximately ten part-time employees at the college.

The college has three full-time Instructional Support Specialists (ISS), reporting directly to the dean of instruction. The ISS provide technical and clerical support to the academic computer laboratories. Additionally, they respond to faculty and staff questions on microcomputing technology and applications. This is done on an as-needed basis, by appointment, or through FLEX workshops. The specialists work with faculty and staff to improve current technical operations, plan for future technological needs, and enhance communication to create more effective student learning and teaching opportunities.

Front-line support to the college user community is provided primarily by seven full-time and two part-time members of the IS Microcomputer Support group. These staff members work under the direction of the district's Information Services department and are

responsible for handling work orders generated through the district Help Desk, as well as the ongoing maintenance and upgrades of desktop hardware and software for both administrative and academic computing. This IS team cooperates with the IMC and instructional departments to ensure a useful and appropriate college infrastructure.

Self Evaluation

This standard is met. The district and college provide appropriate support to faculty for course development/maintenance and research, to students for learning activities, and to staff and administration in the performance of their job responsibilities. Information Services, IMC, Open Campus, Academic Information Architecture, Library Technology, Learning Support Services, Public Relations, and Facilities departments provide a wide variety of services to support student learning and to maintain and enhance the operation and effectiveness of the college.

Based on the Riverside City College accreditation survey of faculty, staff, and management, the majority of responders found hardware and software to be current and technology service to be adequate.⁹

The Technology Resources Subcommittee, of the Strategic Planning Committee, administered a survey to its own membership, which agreed that classroom facilities support academic achievement, classroom and lab equipment support the curriculum, and application software complements course content. Administrators and staff

surveyed agreed the IS office supports administrative and academic needs; the available office equipment addresses administrative and academic requirements, and application software complements administrative and academic workload.¹⁰

Although the district/college has a replacement policy for office computers, it is difficult for the college to stay ahead of quickly changing technology. The college will continue to stay at the forefront of technology to the best of its ability.

Planning Agenda

- None needed

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The college/district provides quality ongoing in-house training in technology and its applications for faculty and staff on a regular basis. Training is provided in a variety of venues, including the Faculty Innovation Center, the staff development lab, the DSP&S high-tech lab, the MLK TLC, and the DLLRC.

Information Services provides training for administrative systems, such as Datatel, Web Advisor, and specialty training.¹¹ The current administrative system, Colleague, was purchased in June 1996. Initial training for staff was done by the software vendor as the product was implemented. Information Services is responsible for training on updates and general operational changes.

User departments are responsible for the ongoing procedural training of staff.

The web interface to Colleague, Web Advisor, was deployed in summer 2004. Online tutorials were developed for both students and staff and are available on the main Web Advisor web page.¹² Face-to-face training is provided for faculty, staff, and students.¹³ Help desk personnel provide support for student and faculty computer/technology needs.

The Microcomputer Support group provides training to administrative staff on applications such as Microsoft Excel and Word.¹⁴ The Instructional Media Center provides training through its “Techie” e-mails.¹⁵ The IMC provides training and support to faculty and staff.¹⁶

The Open Campus Faculty Innovation Center offers a variety of training alternatives via workshops, personal consultations, an online performance support system, and an intensive Hybrid Academy training that prepares faculty for web-enhanced, teleweb, hybrid, and online teaching. Training is accessible for WebCT, Microsoft Office applications, Macromedia, and Adobe products, assessment and antiplagiarism software, and pedagogical topics.¹⁷ The Faculty Innovation Center (FIC) houses Scantron machines, printers, and a variety of other office equipment to assist faculty with preparing teaching materials. The FIC also houses digital videotaping equipment that allows capture and dissemination of training sessions via CD, DVD, and the Internet. Through the coordinated efforts of Open Campus, Academic Information Architecture and DSP&S, workshops are provided for faculty to convert online and traditional

course material to be compliant with section 508 of the Federal Rehabilitation Act and with the ADA.¹⁸

DSP&S conducts ongoing assessment of needs related to specialized technology and works in collaboration with district/college to ensure ADA compliance.¹⁹ DSP&S provides students with adaptive technology. For example, students with print disability receive e-text access training on WYNN and Read Please. Blind students receive screen-reader training using JAWS, OpenBook, and Dragon Naturally-Speaking. Students with low vision impairment receive instruction in the use of Zoom Text. Site licenses have been purchased for core assistive software programs and computer stations equipped with these specialized programs are available in the DSP&S laboratory, the DLLRC, and the MLK TLC.

The DLLRC staff conducts library orientations and workshops to inform students of district policies and procedures on appropriate Internet use, remote access for electronic resources, and conducting research using electronic database and web sites.

Lab coordinators in the MLK TLC facilitate technology training. Informal technology training takes place among faculty members. More formal training is led by lab coordinators, instructional support specialists, technology experts from publishing or software companies, or other qualified staff.

For example, all hourly staff hired by the Writing and Reading Center complete a formal technology skills training program, provided by the Center's ISS, designed to ensure staff are able to

answer students' most commonly asked technology questions. The current training of Word and Internet skills is being expanded to include WebCT and other software applications.

The Riverside Faculty Development Coordinator, a faculty-held position, was created in summer 2006. Previously, faculty development activities were coordinated by district-level administration. The Faculty Development Coordinator organizes and coordinates various technology trainings, typically held on FLEX days, and prepares an informative newsletter that is published on a regular basis.

Self Evaluation

The standard is met. Riverside City College provides appropriate technology training for student, faculty, and staff. The college provides effective and quality training to students who use technology in courses, including an array of services to students with special needs.

Information Services offers college-wide training as functionality evolves. Surveys are given at the conclusion of trainings to improve material and presentation approaches for future sessions.

Responses to the employee Accreditation Survey item clearly demonstrate that the vast majority of responders (71%) agree that the college provides training and support for the utilization of technology.²⁰

Survey results from the Technology Resources Subcommittee survey produced similar results. In response to "Training is supplied to enhance technology resources," 50% of faculty

surveyed agreed, 25% were neutral on the topic, and 25% disagreed. For administrators and staff, 62.5% of those surveyed agreed with the statement, 25% were neutral, and 12.5% disagreed.²¹

The process of integrating technology training with faculty and staff development is ongoing and evolving.

Planning Agenda

- None needed

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

The district Information Services Department works closely with the college to meet its technological needs. The district strives to maintain a high quality technology program at the college, upgrading and replacing infrastructure and equipment to serve student, staff, and faculty needs.

Network Services plans and provides components for the district-wide network. In spring 2003, the network was rebuilt to a Cisco-based Gigabit Ethernet. Internet connectivity is provided by the Corporation for Education Network Initiatives in California, CENIC. Network Services oversees the planning, implementation, and maintenance of appropriate solutions for e-mail, storage area networks, and servers in support of academic and administrative needs.

Network maintenance is handled in multiple ways. Annual support contracts are purchased for all core or critical usage

devices including hardware/software support and access to vendor technical support personnel, online technical support data, web sites, and software repositories. Uninterruptible power supply (UPS) systems are purchased and maintained for all mission critical equipment. Network equipment is evaluated annually and end-of-life network devices are retired and replaced with the most up-to-date components to ensure security and bandwidth availability. In-house spare inventories for network electronics and UPS systems are used for emergency replacements, new network configuration testing, and analysis.

The Administrative Systems Department is responsible for the implementation and support of the districtwide Datatel administrative suite (Colleague, Benefactor, and Web Advisor) and related software packages. Currently, the district owns, supports, and maintains licensing on the entire suite of Colleague modules, such as Student Financial Aid, Finance, Advancement, and Human Resources. The district is currently running version 17 of Colleague and is planning the implementation and migration to version 18 in the 2007 calendar year. Hardware for administrative systems is under full warranty and then placed on full maintenance plans once the warranty has expired. Upgrades are completed as the district's demand for processing power and speed increase or when software upgrades dictate it. Equipment is upgraded when the maintenance costs outweigh the costs of purchasing new equipment under warranty.²²

The Telephony Services department maintains a centralized district telephone

system. Currently, the telephone system is a NEC hybrid PBX capable of supporting the legacy digital system as well as VoIP deployment. As facilities are constructed or remodeled, VoIP is utilized, decreasing wiring and management costs. Telephony Services is also responsible for the planning, construction, and maintenance of the district's cable plant and related technology infrastructure. To help facilitate long-range cable and network planning, IS has initiated a comprehensive review of the existing cable plant and conduit pathways.²³ The information will be used to ensure adequate planning and implementation of infrastructure for future growth at the college.

As described in more fully in III.C.2., extensive technology plans are developed for all new construction.²⁴

Open Campus web hosting is reviewed on an annual basis. The course management system, WebCT, is reviewed every three years.

Various technical groups conduct regular computer maintenance, upgrades, and replacements. All desktop hardware is covered by warranty or contracted services. Information Services staff troubleshoot problems and are responsible for warranty issues.

The Riverside City College capital asset inventory is maintained by the district's Inventory Control Department. Equipment is identified by unique asset tags which are recorded in a district database in the Inventory Control Department.

Self Evaluation

The standard is met. The district/college strives to maintain current hardware and software for student, staff, faculty, and administrative use. As stated in III.C.1.a, approximately 65% of employees surveyed find hardware and software current and meeting their needs. As technology needs continue to change, the replacement of office computers becomes an increased challenge. The technology replacement structure for student support services and classrooms is not accomplished on a set schedule. Generally, prioritization for computer replacement is based on the ability to run the latest version of Windows. Funding for technology infrastructure is primarily reliant on availability of state funding and district/college budget allocations for equipment.

Planning Agenda

- Develop and implement plans for systematic, scheduled evaluation and replacement of technology

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Currently, allocation of technology resources is made by administrative decision after incorporation of input from faculty and staff and of data from end users. Technology resources are also allocated on an as-needed basis, subject to budget availability. The input from faculty and staff is increasingly included in departmental reviews and department

plans. As of spring 2007, the program review process has been enhanced to include annual program reviews for instructional departments. As a part of this review, departments consider the need for instructional equipment, technology, and additional technical services. Student Services units complete an annual program review in which technological needs are also identified. The program review process for other non-instructional units will begin in fall 2007. As the annual program reviews are completed, additional data will be available for use in the prioritization of needs and decision-making concerning the distribution of technology resources.²⁵

The strategic planning process is designed to better integrate academic, student services, technology, human resources, physical resources, and financial resource planning. As a subcommittee of the Strategic Planning Committee, the responsibilities of the Technology Resources Subcommittee are

- To provide technical strategic planning and direction on technology at the college
- To facilitate the development and review of technical plans designed to align academic, service, and student needs with technical resources
- To develop and make recommendations regarding the college's technology capital expenditure budgets
- To evaluate the technical consequences of proposed initiatives under consideration by the college
- To provide information, education, and training to the college community regarding technical issues.²⁶

Information Services, in collaboration with faculty, designed and implemented a methodology for the fair and equitable replacement of non-academic technology. Using this method, the oldest office hardware is replaced first.²⁷ On an annual basis, college vice presidents are provided with a list reflecting the age of computer hardware. Using the list, vice presidents allocate their non-instructional equipment budget for technology replacement.

Self Evaluation

The standard is met. The distribution and utilization of technology resources at Riverside City College support student learning programs and services. As an example, based on its program review and input of community partners, the nursing department instituted web-based video streaming of lectures. The consultation with Information Services led to the purchase and installation of classroom equipment, a dedicated server, software for web-based access, and technical support for recording sessions. The nursing department works closely with network administrators regarding software capabilities, upgrades, and server space for their large holding of interactive computer-assisted instructional programs.

Needs identified in program review should be a primary consideration for the Technology Resources Subcommittee in making recommendations for the distribution of technology resources. The college will ensure the annual instructional program reviews are completed and will continue with the implementation of program reviews by non-instructional units. Technology needs identified will be forwarded to the

Technology Resources Subcommittee of the Strategic Planning Committee for consideration and prioritization.

Planning Agenda

- Ensure needs identified in program review are utilized by the Technology Resources Subcommittee in making recommendations for the distribution of technology resources
- Continue the implementation and completion of non-instructional program review

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the result of evaluation as the basis for improvement.

Descriptive Summary

As described more fully in Standard I.A.4. and III.C.1.d., the college/district uses a strategic planning process that integrates technology resource planning with other aspects of college planning. At the time of this writing, the process is being implemented at the college. Forty seven Instructional departments have completed annual program reviews that can be reviewed by the Technology Resources Subcommittee of the Strategic Planning Committee to assess technology needs.

The college embarked upon planning phases for the DLLRC, MLK TLC, and Quadrangle that integrated technology planning with institutional planning. For every new or remodeled facility, extensive technology plans are developed. These plans respond directly to program needs of disciplines that will

be housed in the buildings. Evaluative processes are in place for district-based entities such as Information Services to systematically review, assess, and modify systems to ensure the effective use of technology.

The Open Campus regularly surveys students in hybrid, telecourse, teleweb, and online classes regarding technology needs, capabilities, and performance. Results are integrated into strategic planning. Faculty are surveyed as to hardware/software needs and issues related to online pedagogy. Regular statistical reporting is disseminated to the state Chancellor's office, national organizations (e.g. Sloan Foundation, Campus Computing Project) and district management.²⁸

Self Evaluation

This standard is met. The program review process is critical to obtaining the information needed by the Technology Resources Subcommittee for technology planning. As technology changes rapidly, this committee will develop a fluid process to evaluate programmatic needs and recommend technical solutions to meet those needs. The first department annual program reviews were completed in March 2007. Beginning in spring 2007, the Technology Resources Subcommittee will be able to utilize the annual program reviews to formulate recommendations on technology. As the work of the subcommittee continues to evolve and mature, the effectiveness and success of this process will be determined.

In the Accreditation Survey, employees were asked to respond to the statement,

“The effective use of technology resources is systematically evaluated.”
The results were:

resources use and utilize results for improvement

- Strongly agree 9%
- Somewhat agree 16%
- Somewhat disagree 10%
- Strongly disagree 10%
- No basis for judgment 55%²⁹

As described previously, Open Campus regularly surveys students regarding the effectiveness of its modes of delivery and technology resources and uses results to improve services. Additional mechanisms need to be developed to evaluate the effective use of technology in other venues. The two recent surveys represent initial steps to assess the effective use of technology resources. With some additional questions, these survey instruments could provide useful feedback for improvement purposes. In general, the lack of employee knowledge with regard to this survey statement indicates that any current evaluation mechanisms and results need more consideration and greater visibility.

Planning Agenda

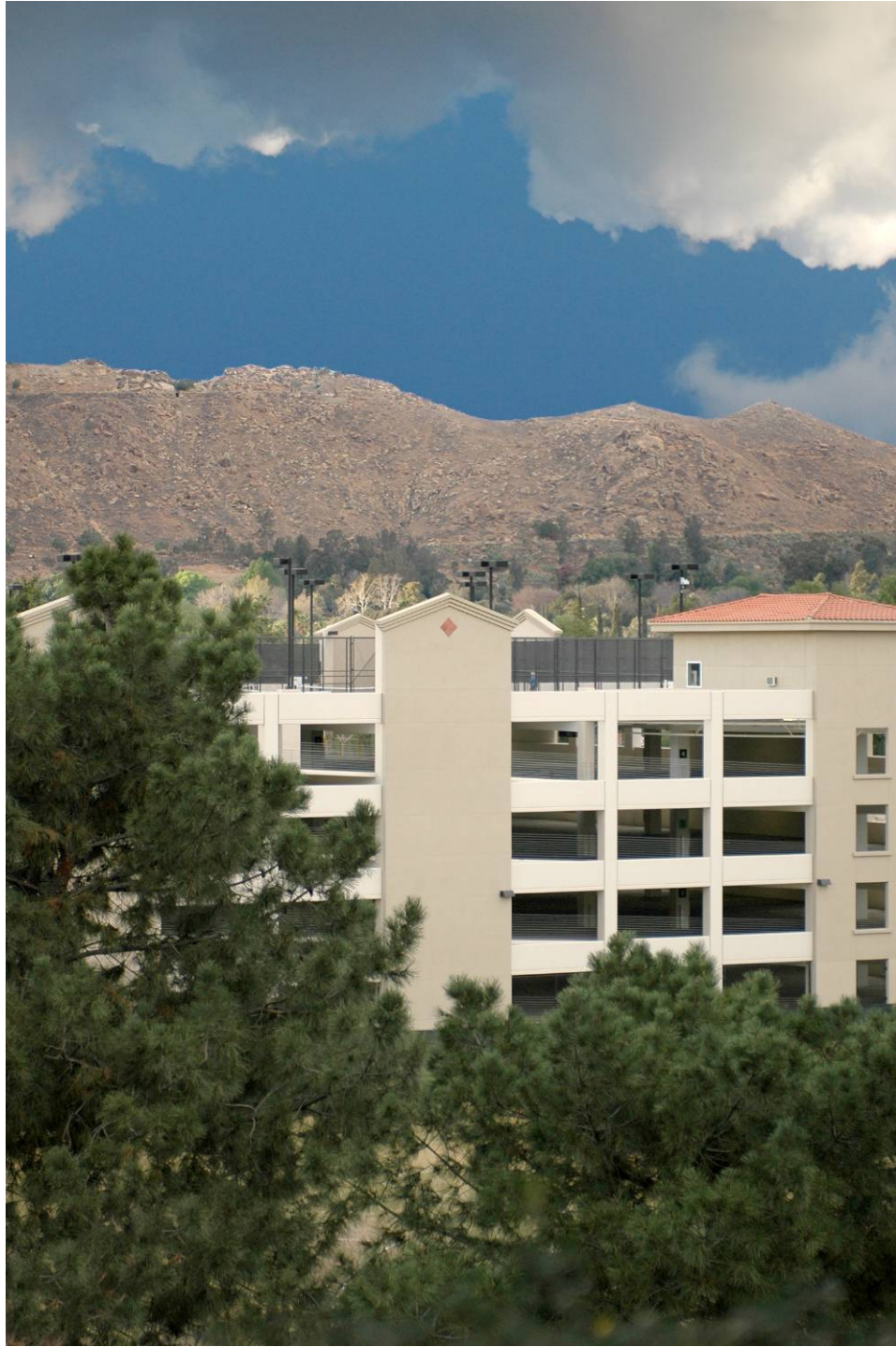
- Develop a process for the Technology Resources Subcommittee to evaluate programmatic and service needs identified in program review self-studies and to recommend technical solutions to meet needs
- Work with the Financial Resources Subcommittee and the overall Strategic Planning Committee to develop a budget allocation process for systematic upgrading of faculty and staff computers
- Develop mechanisms for evaluating the effectiveness of technology

List of Evidence

- ¹ Information Services document by Steve Gilson
- ² IMC web site <http://imc.rcc.edu>
- ³ <http://www.opencampus.com/>
- ⁴ Academic Affairs functions map
- ⁵ Chancellor's Office functions map
- ⁶ Library Program Review
- ⁷ <http://www.rcc.edu/services/dsps/index.cfm>
- ⁸ Computers for MLK TLC spreadsheet for Fall 2005
- ⁹ Results of RCC Employee Accreditation Survey, Fall 2006
- ¹⁰ Technology Resource Survey In-Standard Results
- ¹¹ E-mails/Flyers of Information Services-sponsored trainings
- ¹² <http://was02.rcc.edu:80/RCCD/RCCD?&TYPE=M&PID=CORE-WBMAIN&TOKENIDX=945198275>
- ¹³ E-mails/Flyers for Web Advisor trainings
- ¹⁴ E-mails/Flyers for Microcomputer Support-sponsored trainings
- ¹⁵ "Techie" E-mails
- ¹⁶ E-mails/Flyers for IMC-sponsored trainings
- ¹⁷ E-mails/Flyers for Open Campus-sponsored trainings
- ¹⁸ E-mails/Flyers for Section 508 trainings
- ¹⁹ Student Services Program Review
- ²⁰ Results from RCC Employee Accreditation Survey, Fall 2006
- ²¹ Technology Resource Survey In-Standard Results
- ²² Information Services document by Steve Gilson
- ²³ Review of cable plant and conduit pathways
- ²⁴ Technology plans for DLLRC, MLK TLC, and Quadrangle
- ²⁵ Riverside Community College District Strategic Planning Process 2001-2006
- ²⁶ Riverside City College Strategic Planning Committee Constitution and Bylaws
- ²⁷ List by age of office hardware
- ²⁸ Open Campus Student Survey Results for Telecourses and Online Courses, Spring 2006
- ²⁹ Results of RCC Employee Accreditation Survey, Fall 2006

Standard III.D





Standard III: Resources

D: Financial Resources

Subcommittee Members:

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Standard III: Resources

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget

development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The Riverside City College (RCC) Mission Statement, adopted by the Board of Trustees on June 20, 2006, represents the philosophical foundation upon which all financial planning occurs. The Riverside Community College District (RCCD) Vision and Goals provide a basis for financial decisions.¹ In general, the college's financial plans reflect a planning process that involves constituencies throughout the college community.² Additionally, the college considers the academic master plan, long-range financial planning, FTES projections, enrollment capacity limits, and state funding levels in its financial planning process.

The Vice Chancellor of Administration and Finance regularly provides the Finance and Audit Committee of the Board of Trustees (renamed "Resources Committee" as of January 2007) with periodic state funding projections, often with best-, middle-, and worst-case scenarios. These projections provide the basis for budget planning and decisions.³

Long-range planning for physical facilities has been coordinated at the district level by the Associate Vice Chancellor of Facilities. However, pursuant to Board of Trustees action in February 2006, the college will assume greater responsibility for long-range facility planning. Most of the resources for facility projects have historically come from the state through allocations and statewide bond issues. More

recently, however, funding has also been derived from a local bond, Measure C, passed by voters in March 2004. It serves as a source of funds for projects, such as the Riverside City College parking structure, opened in fall 2006, and components of projects, such as roof repairs, and equipment for the Quadrangle modernization project (completed in fall 2007), that are also supported by state capital outlay monies.⁴

In spring 2004, Riverside Community College District refined a planning process that reaffirms the college mission and student learning as central to planning and decision-making. This process links program review, assessment, and academic planning with strategic planning, facility and budget planning.⁵

During program review, disciplines examine the alignment of programs with the institutional mission, review and update curriculum, formulate future plans, identify resource needs, evaluate program effectiveness, and develop student learning outcomes assessment plans.⁶ Departments synthesize discipline program reviews into departmental plans, the foundation of the Academic Master Plan (AMP). The Academic Planning Council (department chairs and deans) reviews instructional departments' plans and consolidates them into an academic master plan. The AMP is presented to the Academic Senate for review. The Riverside Strategic Planning Committee (SPC) then considers the AMP and ensures that it is integrated with student services and resource needs (human, financial, technology, and physical) planning.⁷

SPC membership includes faculty, staff (classified and confidential), administration, and students, embracing participation from all constituencies. To facilitate the integration of planning, the SPC is composed of nine subcommittees:

- 1) Institutional Mission and Effectiveness
- 2) Instructional Programs
- 3) Student Support Services
- 4) Library and Learning Support Services
- 5) Human Resources
- 6) Physical Resources
- 7) Technology Resources
- 8) Financial Resources
- 9) Leadership and Governance.

The Financial Resources Subcommittee, is charged with the following responsibilities:

- To establish budgetary goals within the context of the strategic plan for purposes of guiding the allocation of new funds as well as the reallocation of existing budgets
- To review and make recommendations concerning college financial planning
- To facilitate the development and review of tactical budget plans designed to align academic and service needs with financial resources
- To develop and make recommendations regarding the college's operating and capital expenditure budgets
- To evaluate the budgetary consequences of proposed initiatives under consideration by the college
- To provide information and education to the college community regarding financial and budget issues

- To provide a forum for the discussion of budget issues affecting the college.
- To review revenue and expenditure reports for the college.⁸

In practice, the current budget development process is both a “bottom up” and a “top down” process.

The “bottom up” component involves college instructional departments and units that support student learning. During the annual budget development process, each department/unit reviews the previous year’s allocation and prepares and provides a rationale for budget augmentation requests to meet increased operating needs, additional or replacement capital equipment (instructional or non-instructional), facility remodel or renovation needs, and additional support positions. For instructional departments, chairs typically prepare budget requests based on input from department colleagues, program reviews, and departmental plans. RCC’s administration submits these requests and advocates for them in the “top-down” portion of the process.

The “top-down” part of the budget development process begins with decisions on the potential number of new positions (faculty) and provisions of the collective bargaining agreements. New and augmented program decisions typically involve faculty and staff input. At this point, the bulk of the operating budget is allocated. The “Budget Bunch,” composed of the Chief of Staff, four Vice Chancellors, Associate Vice Chancellor of Finance, three college Presidents, and three college Vice Presidents of Business Services allocates funds for instructional and non-instructional equipment to the colleges.

The college then allocates funds to departments for specific items. The Budget Bunch also reviews request for remodels, with allocations usually done on a per-project basis. The Facilities Department also participates in these Budget Bunch deliberations. Finally, the Budget Bunch is heavily involved in the allocation of new support staff positions and, in a general way, with variable expenses. Each Budget Bunch member is charged with the responsibility of proposing budget issues from his or her area.

Annual financial plans evolve during the budget development process and culminate with the annual adopted budget by the Board of Trustees. The process follows a timeline collaboratively developed by the Vice Chancellor of Administration and Finance which is then presented to the Budget Bunch for review and comment. In late June and July of each year, instructional departments, student services, and other units submit budget requests, including requests for new positions, supplies and equipment, capital outlay, and remodeling. Specifically, department chairs and directors seek funding to support their educational or service objectives. The instructional deans and student services deans review these requests. The president and vice presidents request funding for educational, student, and support services objectives.

When making any short-range financial plans, the college considers its long-range financial priorities to assure financial stability. The institution plans for the payment of liabilities and future obligations. RCCD maintains sufficient cash flow and reserves to support continued operation of the institution.

The college is self-insured and maintains proper procedures and funds to meet its obligations.⁹

The vice chancellor, Administration and Finance, informs the chancellor of the issues being discussed in Budget Bunch meetings. The chancellor then conducts a final review before he submits the proposed budget to the Resources Committee of the Board of Trustees. The Committee includes two Board members, three faculty members (one Riverside, one Moreno Valley, one Norco) appointed by the Academic Senates, the CSEA representative, two CTA representatives, the student senator, and the vice chancellor of Administration and Finance. In a public meeting, the Resources Committee, reviews the proposed budget prior to submission to the Board as a whole.¹⁰

Finally, the Board of Trustees conducts a public hearing on the proposed budget. A Notice of Public Hearing is published in local newspapers. After the public hearing, the Board of Trustees adopts a tentative budget by July 1st of each year and a final budget by September 15th. From year to year, the district budget fluctuates with the state budget, student enrollment, and with allocations from the State Chancellor's Office. State revenues are adjusted by the State throughout the budget year and through February of the subsequent fiscal year.

The Academic Senate Planning and Budget Committee serves as the coordinating voice of faculty with regard to processes for institutional planning and budget development. The committee maintains a liaison with the faculty bargaining unit and the Vice Chancellor of Administration and Finance.

Self Evaluation

This standard is met. RCC relies upon its mission and goals as the foundation for financial planning and realistically assesses financial resource availability. The college has a planning model that has a structure that provides for the integration of financial planning with the various aspects of institutional planning. This planning model also allows for participation of constituencies in budget development. However, the mechanism for linking discipline program review and departmental plans (AMP) to the work of the Academic Planning Council and the Strategic Planning Committee in the area of budget needs to be more fully developed and implemented.

The current budget allocation model is a bottom-up, cost-driven process. The starting point in budget development is the Revised Budget as of April 30th of the prior year. As the district completes the transition to three separate colleges, a revised budget allocation model and mid-range financial model will be developed to refine college resource allocation and to plan for the effects of new programs and initiatives on college resources. The Academic Senate Planning and Budget Committee, which is charged to be the "coordinating voice of faculty" regarding processes for budget development, and the Vice President of Business Services will be involved in the development of these models.

Planning Agenda

- Develop, with the participation of the Academic Senate Planning and Budget Committee and vice president of Business Services, a revised

Budget Allocation Model and a Mid Range Financial Model (District)

- Develop and communicate the method by which the Riverside Strategic Planning Committee, and the Academic Planning Council, participate in the identification and development of budgetary priorities identified in program reviews and the Academic Master Plan

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.

Descriptive Summary

Controls and safeguards are used to monitor district funds. In addition to the district safeguards, the Riverside County Office of Education maintains a fiscal oversight function that includes a random test of warrants issued by all institutions in the county. Auditors follow the California State Audit Manual, which contains generally accepted accounting principles, statements on auditing standards, and governmental auditing standards to provide a consistent and thorough investigation processes.¹¹

The district incorporates a chart of accounts in its financial management system to assure financial integrity and responsible and appropriate use of financial resources. The chart of accounts utilized by the district is promulgated by the State Chancellor's Office through the Budget and Accounting Manual.¹²

The district's Budget Control Office monitors, evaluates, and reviews all proposed expenditures submitted by college and district support service departments through the requisitioning and purchase order process. Purchases can be made only if an approved budget exists (budget control) and authorized signatures are in place. Budget control is maintained by major object code through use of the chart of accounts. A budget is approved and assigned to each academic and support department using a unique chart of account codes. Departments can make budget transfers based on changing needs throughout the year. Budget transfers between major object codes require approval by the Board of Trustees.

Many purchases for goods or services require a contract between the district and the proposed vendor. The Board of Trustees approves all contracts. Requisitions, purchase orders, and vendor payments involving a contract will not be processed until an approved contract is in place.¹³

Financial reports are submitted to the Trustees at each Board meeting. In addition, the district is required to submit financial information to the State Chancellor's Office each quarter and on an annual basis through the CCFS-311Q (quarterly) and CCFS-311 (annual) reports. These reports are also submitted to the Riverside County Office of Education as part of its fiscal oversight responsibility.¹⁴

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.

Descriptive Summary

The Annual Budget document reflects the operational cost of meeting the college's annual objectives, in support of student learning, programs and services. The final budget incorporates the availability of state and local funding and includes a summary of the activities the budget will support. This typically includes information related to enrollments, instructional and student support programs, the hiring of new and replacement full-time faculty, improvements in salary schedules, net increases for salary step movement, the cost of employee benefits, and all budget requests approved for funding.

The annual CCFS-311 Report documents the college's compliance with direct instructional spending requirements.¹⁵

An independent firm performs an annual audit. The college follows state compliance requirements resulting in funding allocations as prescribed by the state Chancellor's Office.¹⁶ The annual budget, the annual audit report, and all quarterly financial reports are available online.¹⁷

Self Evaluation

The standard is met. Financial documents reflect appropriate allocation and use of resources. The independent auditor presents the audit report directly to the Board of Trustees annually in an open, advertised public session. The college has responded appropriately to all audit findings or exceptions in a timely

manner. Audit firms have been satisfied with the actions taken.

Planning Agenda

- None needed

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is available online and is also communicated and/or discussed in forums such as the Resources Committee, the Budget Bunch, the Riverside Strategic Planning Committee, the Academic Planning Council, and the President's Executive Cabinet. The financial issues discussed include enrollment projections, state budget outlook, COLA, and college budget projections.

The district's Finance and Administration Office develops the tentative and final budgets which are presented to the Board of Trustees for adoption. A budget public hearing is held every September.¹⁸ The district's Finance and Administration Office submits monthly financial statements to the Board of Trustees.¹⁹ The Trustees also review quarterly financial reports that are submitted to the State Chancellor's Office. The college's annual audit reports are completed on schedule and are widely distributed. Furthermore, the independent auditor presents all audit findings directly to the Board of Trustees in a public session²⁰.

The college community has real time, view access to budget and financial information through the Galaxy financial management system. More than 235

individuals at Riverside City College have signed up for this access. Users have the ability to review budget availability, purchase order transactions, and financial activity for any budget code in any fund. The information can be downloaded into an Excel spreadsheet and sorted for analytical purposes. Additionally, the budget is also available in hardcopy format upon request.²¹

Self Evaluation

This standard is met. Structures are in place for the dissemination of financial information to the college community. The Board Resources Committee has representation from all constituencies (Trustees, Academic Senate, students, the CTA and CSEA) and on a regular basis receives information on financial issues. In spite of this, the results of a Riverside City College employee accreditation survey indicate there is a perceived weakness in communicating budget and financial information from the college leadership through the various forums to staff at large.²² Vehicles exist for the dissemination of this information to the college community, but the information obtained at these forums is not consistently communicated from representatives to their constituencies. This is anticipated to change with the recent hiring of the Vice President of Business Services.

Planning Agenda

- Vice President of Business Services will explore additional mechanisms for communicating financial information to college constituencies

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.

Descriptive Summary

The independent auditor found sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.²³

The State considers it prudent to reserve a minimum of 5% of the financial resources in the General Operating Fund for risk management, financial emergencies, and unforeseen circumstances. Pursuant to Board Policy, the district maintains this minimum²⁴ and has in recent years exceeded it. In the 2005-2006 academic year, the district held approximately 8% of the General Operating Fund in reserves.

The 2006-2007 growth rate allotted by the State for Riverside City College is 3.56%. The district is budgeting as if there were zero growth for the 06/07 academic year, based on enrollment patterns from the previous academic year, and currently maintains a minimum 5% reserve in the unrestricted general fund. The Board is regularly apprised of the reserve level through a monthly financial report.

Cash flow is monitored on a regular basis to insure that district operations do not exceed available funds, and all revenues are strictly monitored. During the academic year, enrollment reports are

reviewed and compared to enrollment projections.

Given the diverse nature of the departments within the college, the level of risk incurred varies. For instance, standard lecture classes in the humanities and social sciences have a minimal risk when compared with classes in programs, such as nursing, chemistry, and cosmetology.

The Risk Management operating procedure is to allow programs within the college to monitor and to prepare for safety issues based on the knowledge and expertise of the faculty/staff in each department. The majority of the district's risk protection is provided by the following Joint Power Authorities:

- Association of Schools for Cooperative Insurance Programs
- The Schools Excess Liability Fund
- Riverside Employers/Employees Plan
- Self Insured Plan for Employers.

The district belongs to other Joint Powers Authorities, but those listed above are specifically and exclusively for risk purposes. These agencies pay for any damages incurred by the institution over a ten- to twenty-year period. The district considers this method an effective way to manage risk.

The district purchases medical malpractice insurance for health-related programs such as nursing. The district provides some limited health insurance programs for students. International students are required to provide proof of personal insurance. The Foundation provides its Board members with errors and omissions insurance.²⁵

The Community Education Program insures each registrant in Community Education classes. A portion of the registration fee is applied to the purchase of insurance to protect the student and the college.²⁶

When college facilities are used by outside organizations, the district reduces risk by requiring strict standards within contracts. For example, when high schools utilize RCC facilities for sporting events or for graduation ceremonies, the college requires a specific amount of security to be provided by the outside organization.

Self Evaluation

This standard is met. There are no unique liability issues specific to the college. The issues faced by the college are similar to those facing other public entities. The college maintains premises that are safe for students and employees. Over the course of a year over 80,000 visitors and more than 20,000 students are on the campus. During the course of normal operations, the college does not experience an abnormal number of claims alleging dangerous property or inadequate security.²⁷

In general, due to their nature, vocational training programs present greater liability risks than other academic programs; however, no unusual occurrences have been noted. Employment practices and civil rights liabilities present increased risk, but they have been managed through training programs for staff.²⁸

Planning Agenda

- None needed

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

As an accredited institution, the college is eligible to administer financial aid as authorized by State and Federal agencies. Effective oversight of Financial Aid is ensured through this eligibility process.

The college is granted authority to participate and disburse Title 4, State, and institutional funds. To ensure effective oversight, the Student Financial Services Office:

- Provides a list of disbursement dates and the guidelines for awarding and disbursing
- Writes and makes available annually a consumer guide for students to follow and reference
- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Writes an annual policy and procedures manual outlining all processes within the Student Financial Services Office
- Works in cooperation with Admissions and Records, Information Services, Auxiliary Business Services, Accounting Services, and Academic Services to assure funding, awarding, and disbursing of funds meets all deadlines and regulations in a timely and accurate process.²⁹

The Grant and Contract Services Office staff prepares grant applications and other externally funded categorical programs in accordance with the district strategic plan and college/district missions. Preparation of grant applications is performed within the scope of the U. S. Office of Management and Budget Circular A-133. Audits cover the entire grant operations of RCC.³⁰

The Grant and Contract Services Office provides training and consultation in grant compliance for project directors, who ultimately have responsibility for the regulations that are under the provisions of the Federal Single Audit Act. Project directors, in conducting the duties of their positions, are responsible for adhering to generally accepted district, State, and Federal audit practices.³¹

Externally funded programs or partially externally funded programs such as Food Services, Child Care Center, Customized Solutions, Performance Riverside, and Community Education are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees.³²

Financial activity of externally funded programs is reported to the Board of Trustees in monthly financial reports. The Associate Vice Chancellor of Finance meets with the directors of such programs on a monthly basis to discuss financial performance and corrective action as necessary.

The district Director of Contracts, Compliance, and Legal Services, reviews all contracts and agreements developed at or by the college. An additional review of all Academic Affairs and Student Services agreements is done in the office

of the Associate Vice Chancellor, Instruction as a final step in preparing the agendas for Board meetings and Board committee meetings. The individual Board of Trustees committees subsequently review all contracts and agreements in their areas. The Board of Trustees reviews all contracts and agreements and votes on them during scheduled public sessions.³³

The RCCD Foundation is a 501(c)(3) organization established in 1975, which serves the Riverside Community College District. The Foundation's mission is to attract scholarships, individual and corporate gifts, grants, and other private resources to support district and college priorities.

A volunteer Board of Directors comprised of 25 business leaders from the district service area oversees the Foundation. The Board of Directors, which meets every other month, operates with an active committee structure, including a Finance Committee. This committee provides careful oversight of Foundation finances and investments, in accordance with financial policies established by the RCCD Foundation Board.³⁴ Monthly financial statements are prepared by staff and reviewed and accepted by the Foundation Finance Committee and Board of Directors.³⁵

Foundation assets are invested and managed by the Finance Committee. Investment firms provide monthly statements, and twice a year, representatives from the Foundation's investment firms meet with the Finance Committee and appropriate staff to provide investment updates.³⁶ An independent auditor audits the Foundation annually.³⁷

The Associated Students of Riverside Community College (ASRCC) is audited annually and is consistently found to follow prudent business standards and practices as outlined in the ASRCC Club Advisors' Guide.³⁸

Self Evaluation

This standard is met. The district has created the Office of Internal Audits reporting operationally to the Chancellor and directly to the Board of Trustees. A number of internal audits have been performed in multiple areas validating that existing practices are adequate and consistent to ensure the effective oversight of finances. While there were no serious audit findings, recommendations for improvement were indicated in the audits. These recommendations have been implemented or are being evaluated for implementation. Internal audit reports are presented to the Board of Trustees upon completion of the audits and quarterly status reports are provided to the Board regarding status of the recommendations.³⁹

Planning Agenda

- Monitor externally and/or partially externally-funded programs to ensure economic viability

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.

Descriptive Summary

The Auxiliary Business Services (ABS) department oversees funds for various auxiliary entities within the Riverside Community College District. These entities include the Associated Students of Riverside Community College (ASRCC), student club and association trust accounts, Food Services, vending commissions or contracts, and the RCCD Foundation. Organization trusts account signature cards are used to verify expense requests. Each of these organizations provides program support, enhancing the overall effectiveness of the college/district. ABS provides financial accounting and support services to these organizations based upon approved standard practices, which are reviewed and audited annually by outside auditors.⁴⁰

The ASRCC Board, subject to existing guidelines and policies, establishes student fundraising activities.⁴¹ A district process for the organization and distribution of ASRCC funds to approved clubs and organizations was developed seven years ago. The process provides line item account availability for student activities.

The RCCD Foundation attracts private resources for scholarships and other district and college projects. The Foundation's current fundraising priorities are a result of its strategic planning process. The Foundation encourages the establishment of scholarship and program funds contributed by individuals, corporations, foundations, and community groups to support identified initiatives. For all funds, specific criteria are developed with the donor to govern the disbursement of

funds. For endowments, a Memorandum of Understanding is signed by both the donor and the director of the RCCD Foundation to ensure that funds are awarded in perpetuity in accordance with the wishes of the donor. An independent auditor audits the Foundation annually, and this audit includes a careful review of all fund disbursements.⁴²

The Board of Trustees, at the annual December organizational meeting, establishes Signature Authorization according to Education Code Sections 85232 and 85233. This authorizes designated district administrators to sign orders drawn on district funds and notices of employment. To certify the authorization, the district requires that the Certification of Signatures form be filed with the Riverside County Office of Education. The Board has approved the Chancellor; Vice Chancellor, Administration and Finance; Vice Chancellor, Academic Affairs; Vice Chancellor, Student Services/Operations; Associate Vice Chancellor, Finance; District Controller; and Director, Administrative Services to sign vendor warrant orders, orders for salary payment, notices of employment, bank checks, purchase orders, and grant documents. The Board of Trustees has authorized the payroll manager to sign orders for salary payment and notices of employment. The purchasing manager is authorized to sign purchase orders.

Additional signature authority for purchasing is approved for supervisor/managers, department chairs, deans, directors, vice presidents, and the president. Requisitions are reviewed in Budget Control. Additional controls related to grant activity are provided by district accounting technicians. Accounts

Payable receives purchase order packets for review prior to processing invoices for payment.

The Grant and Contract Services Office reviews all grant applications made on behalf of Riverside City College. Projects adhere to the stated objectives of the Strategic Plan and the Academic Master Plan. Grant Office staff prepares grant applications in coordination with the project director and project team. The associate director and the director of Grant and Contract Services review completed grant applications. The Business Office also provides a level of review prior to submission.

Upon award, the Grant and Contract Services Office assists project directors with developing official documents for review and approval by the Board of Trustees sub-committees and the Board at large in general session. Upon approval of the grant by the Board, the Business Office establishes the grant budget through a Board resolution.

Self Evaluation

This standard is met. As students graduate and/or transfer to other programs, ASRCC trust signature cards are sometimes out-of-date. Efforts are ongoing to keep this area current.

Planning Agenda

- None needed

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.

Descriptive Summary

The college enters into a wide variety of contractual agreements including, but not limited to, the following:

- Personal services contracts
- Professional services contracts which typically call for higher levels of insurance and complete descriptions of deliverables and timetables
- Grant and sub-recipient contractual agreements
- Informal construction contracts less than or equal to \$15,000, which are informally bid or for which quotations are obtained
- Formal construction contracts greater than \$15,000, which are subject to public bid requirements
- Construction-related professional services, such as architecture and engineering contracts, which are awarded through a competitive proposal process
- Rental agreements for classroom and program space and equipment
- Vendor agreements that produce revenue for the college
- Affiliation agreements for placement of students in clinical settings.

All of the above contractual agreements require Board of Trustees approval. Professional services contracts, formal construction contracts, and construction-related professional services require Board of Trustees approval before being awarded.

The integrity of district contracts is maintained by adherence to regulatory codes including the Public Contract Code, the Education Code, the Business and Professions Code, the Labor Code,

and the Government Code as they relate to specific types of contracts. The Director of Legal and Compliance Services, the Director of Administrative Services, and the Accounting Services Department administer the district's ongoing control over contracts. Contracts may be terminated by the college for convenience or cause.

Although the independent auditor does not address the use of funds relative to the mission and goals of the institution, the district does follow Board policy. To maintain institutional integrity, Board policy requires open disclosure of contracts and Board approval prior to signing by the Vice Chancellor, Administration and Finance.

Self Evaluation

This standard is met. The institution's policies and practices as they relate to contractual agreements with external entities support the Academic Master Plan and the strategic plan which are aligned with the district's and college's mission statements.

The enrollment growth, along with increases in budget size, number of transactions and change to three college status experienced since the last accreditation process, indicate a need for change in the approval process to more effectively address smaller contracts to improve the flow of operations. The institution is studying the feasibility of delegating authority to approve contracts under a specified dollar amount to appropriate administrative levels.

Planning Agenda

- Encourage development of an administrative approval process for contracts under a "to be determined" dollar amount

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.

Descriptive Summary

On the operating level, the college uses the annual external audit report as well as feedback from the college community to assess the effectiveness of its financial management systems. While service to internal and external customers is a priority, so are safeguards against fraud and abuse. Internal requirements for processing transactions are streamlined whenever such changes do not reduce important internal controls.

The District's Business Office responds to all audit recommendations in a timely manner. Recommendations are implemented within the next audit cycle.

The Core Operations Task Force (COTF) assists in monitoring audit standards and in ensuring processes and procedures are in place for accountability and are cost effective.

In March 2005, the Office of Internal Audits was established to evaluate and improve financial management, internal controls, and operational processes/systems. To date, four internal audit studies have been conducted resulting in the improvement of financial systems in the areas of Early Childhood Studies,

Admissions and Records cash receipting, ASRCC Trust Accounts, and vendor contracts.

Self Evaluation

This standard is met. Riverside City College follows prudent business procedures and the finance department meets state-mandated guidelines. Business procedures and processes are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner.

Planning Agenda

- None needed

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The budget format enables all segments of the college community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, manager, program coordinator, and academic department chair monitors actual expenditures vis-à-vis the adopted expenditure budget. They are able to adjust their budgets through budget transfers as needs change throughout the year. The District Finance office monitors the accuracy of revenue estimates in the adopted budget and takes appropriate action if revenue estimates need adjustment.

Monthly financial reports are provided to the Board of Trustees. Program directors and deans oversee expenditures for all categorical funds, especially externally funded programs and grants, and grant expenditure reports are verified by the District Controller and approved by the Associate Vice Chancellor of Finance. The Office of Grant and Contract Services also monitors grant expenditures to ensure compliance. For financial reporting, Riverside City College uses a financial system known as Galaxy. This system, which provides real-time budget and actual information, is widely available to administrators, faculty, and staff. This application allows inquirers to see budgeted amounts, year-to-date expenditures, and encumbrances for each account. Information is available 24 hours per day, seven days a week, and data are stored through the Riverside County Office of Education via the Galaxy system.

Self Evaluation

This standard is met. At the college and district levels, budgets are evaluated and monitored to ensure effective use of financial resources. At the department level, budgets and expenditures are monitored on an ongoing basis to ensure departmental operational effectiveness.

While budgets are clearly monitored, the college is working to clarify the links between use of financial resources planning and student learning. In particular, the program review process is evolving to assess program performance and the effective use of financial resources to achieve programmatic goals and objectives. The results of annual program reviews and needs identified therein will be utilized in budgeting

decisions. The program review process will provide for an evaluation of the sustainability and transferability of programs and initiatives from grant funding to college financial resource funding when grants are completed.

As Riverside City College's strategic planning process matures and the office of the Vice President Business Services becomes fully operational, increased efforts will be made to better communicate budget and financial information and to assess effective use of financial resources.

Planning Agenda

- Utilize forums, such as the Academic Senate, Strategic Planning Committee, Academic Planning Council, Program Review Committee, and Executive Cabinet, to communicate and assess the effective use of financial resources and use the assessment results for improvement
- Integrate program review and budgeting processes so that program reviews have a primary, influential role in the allocation of resources

List of Evidence

- ¹ *RCCD Catalog, 2007-08*
- ² Board of Trustees Meeting Agenda 6-20-06
- ³ Finance and Audit Committee (now Resources Committee) Meeting Agendas
- ⁴ Riverside Strategic Planning Committee Meeting Minutes; Measure C Audit;
<http://www.rcc.edu/community/cboc/index.cfm>
- ⁵ *Riverside Community College District Strategic Planning Process 2001-2006*
- ⁶ *Riverside Community College District Instructional Programs Self-Study Resource Guides*,
September 2006
- ⁷ *Riverside Community College District Strategic Planning Process 2001-2006*
- ⁸ Riverside City College Strategic Planning Committee Constitution & Bylaws
- ⁹ External Audit Reports
- ¹⁰ Finance and Audit Committee (now Resources Committee) Meeting Minutes (proposed
budget review)
- ¹¹ Contracted District Audit Manual,
<http://www.cccco.edu/divisions/cffp/fiscal/accountability/cda.htm>
- ¹² Accreditation Website – Chart of Accounts,
<http://10.10.213.236:8080/C11/Finance/default.aspx>
Chancellor’s Office Website – Budget and Accounting Manual,
http://www.cccco.edu/divisions/cffp/fiscal/standards/budget_and_accounting_page.htm
- ¹³ Accreditation Website - Purchasing Procedures,
<http://10.10.213.236:8080/C11/Finance/default.aspx>
- ¹⁴ Accreditation Website – Monthly Financial Reports, Quarterly Financial Reports, Annual
Report to State Chancellor, <http://10.10.213.236:8080/C11/Finance/default.aspx>
- ¹⁵ CCFS-311 Reports
- ¹⁶ External Audit Reports
- ¹⁷ <http://10.10.213.236:8080/C9/RCCD/default.aspx>
- ¹⁸ September Board of Trustees Meeting Agendas
- ¹⁹ Board of Trustees Meeting Minutes (inclusion of monthly financial statements)
- ²⁰ Board of Trustees Meeting Minutes (independent auditor findings)
- ²¹ Galaxy financial and budget system; annual budget documents, Audit Reports, and Budget
Books; monthly, quarterly and annually finance reports
- ²² Results of RCC Employee Accreditation Survey, Fall 2006
- ²³ Audit Reports; Self-insurance Analysis Reports
- ²⁴ Board of Trustees Policy 7080
- ²⁵ District and Foundation insurance policies
- ²⁶ Community Education Schedule of Classes
- ²⁷ Claims history
- ²⁸ Claims history and safety training records
- ²⁹ Fiscal Operations Report and Application to Participate (FISAP) 2005-06; Program
Participation Agreement for Cal Grant Program; Re-certification to participate in Title IV;
Completed BFAP form number three; External Audit Reports
- ³⁰ Grant applications and Audit Reports

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- ³¹ Grants and Contract Services training manuals
 - ³² External Audit Reports
 - ³³ Board of Trustees Meeting Agendas (review of contracts and agreements)
 - ³⁴ RCCD Foundation Board Policies
 - ³⁵ RCCD Foundation Board Monthly Financial Highlights
 - ³⁶ RCCD Foundation Board Finance Committee Minutes
 - ³⁷ RCCD Foundation Board Audit Reports
 - ³⁸ Audit Reports; ASRCC Club Advisors' Guide
 - ³⁹ Internal Audit Reports
 - ⁴⁰ External Audit Reports
 - ⁴¹ ASRCC fundraising policies
 - ⁴² RCCD Foundation Audit and MOU forms

Standard IV



Standard IV: Leadership and Governance

Subcommittee Members:

Authors & Contributors

Richard Mahon (*Faculty, Associate Professor, Humanities*)

Patricia Avila (*Faculty, Associate Professor, Counseling*)

Richard Barron (*Administrator, Associate Dean Academic Innovative Programs/Occupational Education*)

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Tim Brown (*Faculty, Associate Professor, Reading*)

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Overview of Standard IV

Since 1916, Riverside City College and the Riverside Community College District have, until recently, been the same institution. Over the years the title of the chief executive officer has changed from President to Superintendent/President, back to President, and in 2004 to Chancellor, as the college continued its transition to a three-college district. Although the titles of many administrators have changed to support this transition, they continued to serve the college and the two centers from the Riverside City College campus where they had their offices. Until the 2005-2006 academic year, the President and Vice President, the unofficial Riverside Provost, served as chief executive officers for both Riverside City College and the district. When the district began to organize itself for a three-college structure, it conducted a search for a President of Riverside City College and changed the title of the Norco and Moreno Valley provosts to presidents. After the Riverside City College President was named, as part of the separation of the district administration from the college, the Office of the Vice Chancellor of Academic Affairs moved to a new location, but the administrators continued to support the college. For example, the Associate Vice Chancellor of Instruction continued to serve on faculty evaluation committees at the college and assist with enrollment management even though she has a district administrative title and had her office moved to the new district office.

In August 2005 the district hired a President for Riverside City College. He resigned in December 2006, and the Vice Chancellor for Student Services, who has been with the college for 21 years, was appointed interim President. The college also hired a Vice President of Student Services, a Vice President of Academic Affairs, and a Vice

President of Business Services during the 2006-2007 academic year. Moreover, it hired the Dean of Instruction, who previously served as an interim, during the 2006-07 year. All of these changes have occurred to support a new district and college administration that has gradually evolved from and added to the previous Riverside City College administrative structure.

Even though the college has experienced a change in administrative structure in preparation for the separation of Norco and Moreno Valley from the college, the ongoing work of the college continues. For example, the Director of Admissions (now the District Dean, Admissions and Records), who oversees admissions for the district, continues to supervise the admissions office for the Riverside City College campus.

In fall 2007, Riverside City College seeks reaffirmation of its accreditation as the oldest and largest college in a multi-campus district. As the district administration gradually separates from the Riverside City College administration, the college has experienced challenges in developing an experienced administration. This is also true of its faculty, most of whom have fewer than 10 years of service to the college. Many of the senior and experienced administrators at the college have become district administrators, and the ranks of senior faculty have diminished significantly. These changes have caused some confusion among faculty and staff but, as the transition continues to evolve and the administration, faculty, and staff mature, this confusion will dissipate. Moreover, the college has built new facilities, a new library and parking structure, and has remodeled the Quadrangle and the former library to serve the students. The construction projects have created a feeling

that things are unsettled as classrooms, faculty offices, and centers continue to change location. In spite of the administrative changes and facility expansion, the college's faculty and staff continue to serve students and the community in the manner it has for over 90 years. The college's roots grow deep and prepare the fruit of an established curriculum and of new programs and courses to serve the changing needs of the work place and community.

Even though evolution continues at both the campus and the district level, the college and district have experienced continuous leadership in the fourteen-year tenure of the president/chancellor, who will retire in 2007. The interim chancellor, the current Vice Chancellor of Administration and Finance, has been with the college since 1992. Ideally, the stability of leadership at the district and at the college will allow for a smooth transition as Riverside City College participates in the evolution of the college and district leadership, governance structures, policies, and procedures that will best serve its community and student population in the early years of the 21st century.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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.

Descriptive Summary

The structures through which staff, faculty, administration and students participate in the leadership of the college are the Academic Senate, the Associated Students of Riverside City College (AS-RCC), California School Employees Association (CSEA), and the California Teacher's Association local (formally, the Riverside Community College District Faculty Association, RCCD-FA/CTA), the college president, and college administration. These constituencies come together on the Riverside Strategic Planning Committee. Governance in the college and district has both formal and informal elements.

The informal aspect of governance in the college involves separate, face-to-face meetings between constituency leaders—

CSEA president, Academic Senate president, the CTA president—and the president or chancellor. (Students do not participate in this level of leadership and governance.) These meetings have no agenda and allow for open discussion of issues or problems each group faces. In addition, the groups meet to discuss the Board of Trustees agenda where specific questions about the agenda sometimes lead to the removal of an agenda item until the issue or problem is clarified. Each group also has representatives on the standing committees of the Board of Trustees and has an opportunity to participate in the general discussions about future agenda items. Decision making in the informal environment is generally consensual and often invisible to those not directly involved. Often the meetings result in assigning the issue or problem to one of the more formal governance structures or committees.

The formal aspects of decision-making take place through the major constituency representative bodies, as follows:

Staff: The institution publishes the role of classified staff in the Board Policy Manual, which identifies the role of classified staff on professional growth and position reclassification committees. In addition, the classified staff have a classified Staff Development Committee that approves requests for staff development and allocates district funds. Classified staff members serve on college-wide committees when their expertise is needed or when the committee deals with a shared-governance issue. CSEA's president has a standing monthly meeting with the college president and sits on a number of standing committees. CSEA also appoints representatives to the Riverside

Strategic Planning Committee and to Board of Trustee Subcommittees. The CSEA president has a vehicle for asking questions and receiving responses to agenda items.

Faculty: The faculty at Riverside City College exercise their voice in the governance of the institution through departments, the Academic Senate, and RCCD-FA/CTA. Academic disciplines form the foundation for the academic structure of the district, while academic departments—typically multi-disciplinary—form the structure of the college. Each department (usually comprised of multiple disciplines) provides representation to the Academic Senate and its most active standing committee, the Curriculum Committee. In addition, the Department Chairs meet as a standing committee (the Academic Planning Council) of the Academic Senate. This council is a college entity that meets monthly at the campus level and is part of a district entity that meets twice a year at the District Academic Planning Council Retreat where faculty and administrators from all three campuses gather to address district concerns and are provided with updates on emerging programs. The duties of the chairs are stipulated in the RCCD-FA/CTA contract and articulated in the Program Planning Model. Committees perform the essential work of the college; all full-time faculty serve on committees as part of their contractual and professional obligation.

The Riverside City College Academic Senate, along with the District Academic Senate, assumes primary responsibility for making recommendations to the Board of Trustees with respect to academic and professional matters as

outlined in Board Policy 3010. The faculty co-chairs of the Academic Planning Council, Riverside Strategic Planning Committee, and the Accreditation Steering Committee serve as members of the Academic Senate to enhance communication, transparency, and dialogue between these three central leadership bodies.¹

The California Teachers Association, Riverside Community College District Chapter (RCCD-FA/CTA) represents the faculty on salary, benefits, and working conditions. Like other constituencies within the District, it is also engaged in reconstituting itself to better function within a multi-college district. Work on a constitution adapted to meet the needs of the proposed multi-college district began in the 2004 academic year, and the new constitution was adopted in spring 2007.

Administration: In August 2005, the campus' new president assumed his duties and began providing leadership for a college-centered administration. The president meets weekly with vice-presidents and deans to prioritize goals and discuss progress. The new college-specific administrative structure is outlined above. In spring 2006, the president assumed the position of co-chair of the Riverside Strategic Planning Committee, which is described below.

Students: Title 5 of the California Code of Regulations establishes the right of students to have the opportunity to participate effectively in college governance. The students have a student senate, the AS-RCC. The college AS-RCC is also part of a District student senate, the AS-RCCD. A student is elected to serve a one-year term as a non-

voting member of the Board of Trustees, and positions for student members on the Board's standing committees also exist. In addition, student representatives serve on the Curriculum Committee, Riverside City College Academic Senate, Riverside Strategic Planning Committee, Riverside Accreditation Steering Committee, and other committees. Through these venues, students express their opinions and suggestions for improving practices, programs, and service.

Riverside Strategic Planning

Committee: The Riverside Strategic Planning Committee (SPC), the venue where staff, faculty, administration and students come together to plan for the growth and development of college programs and the infrastructure necessary to support it, evolved out of the previous Riverside Site Committee in fall 2004. In order to integrate the principles of ACCJC standards and to establish an ongoing culture of research-driven planning, the subcommittees of the Strategic Planning Committee align with the nine sections and sub-sections of the ACCJC's accreditation standards. Faculty members were appointed by the Academic Senate president in the 2004-05 academic year and formally reappointed in spring 2006 by the Academic Senate as a whole. The CSEA president appoints classified staff representatives; the AS-RCC president appoints student representatives; the college president appoints administrators. (district administrators/managers serve as resource staff to the Committee.) Since spring 2006, the SPC has been co-chaired by the Riverside City College president and the APC faculty co-chair as designated by the Academic Senate President.

Each of these constituencies, as representative bodies, supplies the basic leadership, provides the framework to participate in the formal governance structures of the college, and enables the institution to assure effective discussion, planning, and implementation of policies and other institution-wide initiatives.

Self Evaluation

This standard is met. To understand the perspective of all members of the college community, including those who are not directly involved in governance, the Accreditation Steering Committee conducted a poll of Riverside City College campus faculty, staff, and administration in fall 2006. Respondents were asked whether they believed each of the major constituency groups “has an important role in shared governance.” There was exceptionally consistent agreement that the Academic Senate (67%), CSEA (66%), and CTA (68%) enjoy such a role (percentages indicate the number of respondents who strongly agree or somewhat agree), although the number of those who agreed that the Student Senate has such a role was smaller (52%); 37% of those responding to this question indicated no basis for judgment, a response that reflects the lack of polling of students in the survey.²

However, when respondents were asked whether they believed that “all of the constituency groups are meaningfully represented at the institutional level,” the number fell to 44%. When asked whether respondents understand how their representatives make recommendations to the Board of Trustees, the percentage was also 44%. Finally, when asked whether they believe that “decisions are frequently made by a publicized and

representative process,” the affirmative number declined to 36%, while those who somewhat disagreed or strongly disagreed was 50%.

The results of the Accreditation Survey suggest that members of the college constituencies believe that their representatives play an important role in college (at the district and board level as well) governance, but that many individuals question both the efficacy of that representation while even more question the degree to which institutional decisions are public and representative.³

Individuals involved with leadership bodies –whether RCCD-FA/CTA, CSEA, Academic Senate, or Student Senate – generally have a good understanding of how their constituency contributes to dialogue and decision making in the college. However, the survey suggests that, unless faculty, staff, or students engage in the processes long established at the college, they do not have a detailed understanding of the decision-making procedures in place.

Although the college and the district have encouraged active participation in decisions about institutional values, goals, and institutional planning through the representative bodies, committee structures, program review, and support mechanisms, maintaining engaged student and faculty participation has been especially challenging. The student trustee regularly attends Board meetings, but the student participation on the Academic Senate, Curriculum Committee, and Riverside Accreditation Steering Committee has been inconsistent. This is often the result of class or personal conflicts that make it difficult for students to attend regular meetings of these groups. Also, while

some faculty members continue to be very actively involved, many other faculty members focus on their classroom duties and leave faculty leadership and governance to others.

Each of the following representative groups has played an important role in institutional governance:

Staff: CSEA advocates for the interests of its membership, and its leadership participates widely at both the college and district level, but the classified staff have chosen not to have a formal mechanism (such as a "Staff Senate") for participation and have relied on CSEA as their voice.

Faculty: The Academic Senate divided into three campus-based senates with a coordinating District Senate in spring 2005. Faculty anticipate that a college-based Academic Senate will best represent its faculty in college-based academic and professional matters. The District Academic Senate coordinates the work of the college senates in those areas in which common policy needs to be enacted by the Board of Trustees. In order to promote an environment for innovation and institutional excellence, the Riverside City College Academic Senate, has established official senate membership positions for the faculty co-chairs for Strategic Planning, Accreditation, and Academic Planning Council.

Faculty identify instructional resource needs (human, physical, technology and financial) through program review at both the discipline and department level. The Academic Planning Council makes recommendations regarding resource allocation to the Riverside City College

Strategic Planning Committee. The framework for effective faculty participation in the governance of the college has been put in place.

Administration: In the years since the last accreditation visit, the titles of several key administrators (President, Vice President of Academic Affairs, Vice President of Student Services, Associate Vice President of Instruction, Dean of Faculty), in residence at the Riverside campus, have changed to accommodate their expanded roles in the transition to a multi-college district structure. As these administrative positions separated from the college, the administrators continued the responsibilities at the college as well as their new district-wide functions. (These changes are discussed in the overview). The college has begun the process of backfilling the administrative positions at the college as the district-level administration emerges. The college conducted a nationwide search for a new president in the 2004-05 academic year, and he assumed his duties in summer 2005 but resigned in December 2006. Shortly after his arrival, a new position, Associate Dean of Innovative Programs/Occupational Education, was created and successfully recruited. During the 2006-07 academic year, a Vice President of Student Services, a Vice President of Academic Affairs, and a Vice President of Business Services began service to the college. These new administrative positions have allowed district administrators to function in their new roles. To solidify and give experience to the administrative structure, the Associate Vice Chancellor of Instruction has continued many of her former responsibilities at the college, serving as Special Assistant to the President, and has helped mentor the new

administrators during the 2006-2007 academic year.

Strategic Planning Committee:

Because the Riverside Strategic Planning Committee evolved from the district-wide facilities planning committee, which planned the new campuses at Norco and Moreno Valley, and later from the Riverside City College Site Committee, for much of the 2004-05 academic year, neither the staff nor administrative membership of the committee was entirely clear, since some representatives of both groups have appointments at the college level while others have district positions. Also, faculty selected the facilities planning or the Riverside Site Committee to meet their college committee responsibilities under the collective bargaining. This self-selection contributed to some of the membership confusion.

With a few notable exceptions, through most of 2004-05 and 2005-06, the Strategic Planning Committee spent more time reacting to what was brought before it than to any long-range planning. Few recommendations have passed from program review through Department and Academic Planning Council review to the Strategic Planning Committee. More recently, the college administration has requested the development of college-specific Educational and Facilities Master plans. Both will guide the strategic planning process and help develop a broader perspective and more information on which to base decision-making.

In spring 2006, the president proposed a written constitution that formalized the membership and responsibility of the Riverside City College Strategic Planning

Committee and its standing committees. The committee and the constituency groups approved a modified version in early 2007. The Strategic Planning Committee now has, in general, a clear understanding of its role in the planning and budgeting processes. At a recent SPC meeting, the group agreed to begin work on planning agendas identified in the self study process through the nine established sub-committees. This is a positive step in actualizing the organizational structure of the SPC and its relationship to the District Strategic Planning Committee.

Conversations about ways in which these constituency groups can find common ground in order to achieve institutional excellence need to be on-going. Consistent and broad faculty and staff input into decision making must continue to be encouraged, respected, and supported by the college and district administration over time.

The Strategic Planning Committee, an example of a campus structure with broad campus-wide representation from all constituency groups, is extremely well attended.

Planning Agenda

- The SPC will seek participation and input of all members of the college community and promote innovation and excellence
- Working through the Strategic Planning subcommittee on leadership and governance, representatives of staff, faculty, administrators, and students will develop a plan to communicate more effectively with their constituency and to ensure the transparency of the planning process

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

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.

Descriptive Summary

At the College Level

Faculty: The faculty at Riverside City College exercise their voice in the governance of the institution through the Academic Senate, which assumes primary responsibility for making recommendations to the Board of Trustees with respect to academic and professional matters. Board Policy 3010 stipulates whether the Board relies primarily on the recommendation of the Senate or seeks to reach mutual agreement with the Senate. In addition, the Senate has representation on each of the Board sub-committees. It is frequently the case that the Senate and RCCD Faculty Association representatives ask questions or make comments about agenda items. Reports by the Academic Senate presidents from all three campuses are a regular part of

each Board meeting agenda. Additional comments on specific agenda items from the Senate presidents and others are invited at each Board meeting.

The faculty union, RCCD-FA/CTA, engages in ongoing dialogue with the administration through both informal discussion and development of memoranda of understanding intended to clarify areas of ambiguity in the contract or to deal with issues not addressed in the contract. Representatives also sit on the Board of Trustee sub-committees.

In October 2005, faculty and staff leadership (Academic Senate president, RCCD-FA vice-president, Academic Planning Council faculty co-chair, Strategic Planning Committee faculty co-chair, Accreditation faculty co-chair, and CSEA president) began meeting monthly with the president and members of his staff to provide a college setting for informal problem solving that mirrors the existing district structure.

Staff: Staff have voting positions on the Riverside Strategic Planning Committee that provide opportunities for the group to have input into the planning process. District staff also serve as non-voting resources to the Riverside City College Strategic Planning Committee providing information to the committee in the area of their expertise.

Students: Students have positions on the Riverside Strategic Planning Committee that provide opportunities for them to have input (and voting rights) into the planning process. In addition, an elected student trustee serves as a non-voting member of the Board of Trustees. The student trustee's report is regularly included at each Board meeting.

At the District Level

Administration: The Executive Cabinet is the venue where presidents, vice chancellors and chancellor meet.

Agendas and summaries of these meetings are distributed to participants, but not to the college community at large. Additional administrators are sometimes asked to speak to or present on topics under consideration by the Executive Cabinet. Faculty, staff and students are not present for these discussions.

Strategic Planning: The District Strategic Planning Committee, composed of representatives of the College Strategic Planning Committees, acts as the final recommending body to the Board of Trustees in regard to program, facility, and resource planning. As an example, the Riverside Strategic Planning Committee recommended the Parking Structure, Quad Modernization, and initial planning on the Nursing/Science Building to the District Strategic Planning Committee.

Self Evaluation

This standard is met. Some aspects of the college and district's decision-making processes are clearly established in Board Policy. Board Policy 3010 regarding the Academic Senate and the evolving Strategic Planning structure are examples of processes that are relatively well understood. The leadership of both groups is working to ensure that process is consistently followed.

As the district administration and the two centers separate from Riverside City College, the college must continually evaluate and develop policies that

establish the relationship among the colleges, the district administration, and the Board of Trustees.

Planning Agenda

- Examine current policies and procedures and the relationship between district and college-based institutional governance structures
- Review and revise existing policies where necessary to reflect changes brought about by clearer delineation of district and college roles and responsibilities
- Maintain and develop mechanisms for strengthening Senate, staff, and student participation in shared governance structures

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.

Descriptive Summary

Faculty: Processes for faculty involvement regarding recommendations about student learning programs and services are supported by Board Policy 3010, which commits the Riverside Community College District Board of Trustees to working with the Academic Senate in the areas mandated by Title 5 §53200—in some cases relying primarily on faculty expertise, and in other cases reaching mutual agreement with the Academic Senate.

The Assessment Committee, Curriculum Committee, and Program Review Committees are standing committees of both the College and the District

Academic Senates. The Board of Trustees is committed in policy Resolution No. 25-02/03 to retain a common curriculum across the district. Maintaining a common core transfer curriculum requires that the work of the Assessment and Program Review Committees occurs at both the college and district level.

The Riverside Community College District has procedures for both the review of existing programs and initiation of new programs. The Program Review Process, described in more detail in Standard IIA, relies on discipline faculty from across the district to work with the Assessment and Program Review Committees to evaluate programs and articulate resource needs, at both the college and district level. A fundamental part of program review involves the ongoing revision of all course outlines, which are submitted to the Curriculum Committee for review and approval.

At the beginning of the fall 2004, the Vice President of Academic Affairs, now the Vice Chancellor, announced a refined process for establishing new programs. This revised process had been developed over the previous several months in consultation with the Academic Senate President, Curriculum Committee Chair, Associate Vice President, Instruction, Associate Vice President, Institutional Effectiveness, and Dean of Occupational Education. (All now have new district titles.) The “Process for the Proposal and Approval of New and Substantially Changed Educational Programs”⁴ requires, as part of its first phase, that any new program under consideration is presented to the Senate as an information item before any further planning and development is undertaken. The New

Program Policy requires wide consultation, with opportunities for input from the Academic Senate, disciplines, departments, and the library. The Academic Senate, the Curriculum Committee, the Academic Planning Council, and the Strategic Planning Committees are involved at both the College and District levels. The District Strategic Planning Committee makes final recommendations to the Board of Trustees.

Academic administrators in Academic Affairs and Student Services have long participated in the work of the Curriculum Committee, though they are not voting members of the committee. The Associate Vice Chancellor, Instruction co-chairs the committee with a faculty member who presides over the meetings. The work of the Assessment and Program Review Committees permits substantial administrative participation as well. Resource needs articulated through the Assessment and Program Review process proceed to the Academic Planning Council and the Strategic Planning Committee for prioritization and allocation. As indicated above, faculty, administration, staff, and students all serve on this final recommending college committee.

Self Evaluation

The standard is met. Although the Academic Senate has the authority to make recommendations to the Board of Trustees, most of these recommendations are embedded in district processes, such as the Curriculum Committee, equivalency committees, strategic planning, etc. The only formal means for the Academic Senate to have specific resolutions (those not embedded in process) heard by the Board occurs when

the Senate makes its report at the Board meetings or when it participates at Board sub-committee meetings. However, if the administration and the senate disagree on a college initiative or the implementation of some policy, the senate has no formal vehicle to consult with the Board prior to the meeting—although it can address the Board directly about the issue because it has an official place on the agenda.

The New Program Initiation Policy recognizes the fact that all faculty are affiliated with (typically) a district-wide instructional discipline (as stipulated in the statewide chancellor's handbook on minimum qualifications). This policy requires that new programs not be advanced into an active planning phase prior to formal Senate consultation. Strict adherence to the policy is being enforced. Recently, newly-approved programs in Banking, Insurance, and International Business were reviewed and approved using the Program Initiation Policy. Some faculty describe it as more open and transparent and others as more cumbersome and costly in time for the faculty member(s) in terms of the number of groups that must be notified and the corresponding number of required signatures.

Assessment and program review at the discipline level, successfully established at RCC, have been in place long enough to be completed by most disciplines in the district with some beginning their second round of review. Although this process provides the framework for coordinating the recommendations of individual program reviews into the integrated planning of the SPC and the allocation of resources, this process has not yet been fully implemented.

The ability of the district to make a smooth transition to a multi-college district requires that the college and District Assessment, Curriculum, and Program Review Committees maintain a clear line regarding areas for college autonomy while promoting district cooperation. On the whole, the Curriculum Committee has been one of the most functional committees throughout the district, and it should make this transition relatively smoothly. Though its voting membership is exclusively faculty, administrators from both the college and district have always participated collegially, and narrow votes are rare.

The initial membership of the District Assessment and Program Review Committees was by design largely faculty. Both committees were initially chaired by the then Associate Vice President, Institutional Effectiveness and the faculty Assessment Coordinator and were intended to be faculty-driven. However, as the membership, structure, and role of the committees have evolved over the six years of the groups' existence, administrative participation has increased. For example, the college/campus deans of instruction and/or vice presidents of educational services/academic affairs were added as members of the Program Review Committee. As the committees' roles evolve, the opportunity for administrative participation has increased. The recommendations and decisions of these committees are given appropriate attention and serious consideration by the administration.

A closer integration of disciplines' Program Review recommendations with the Academic Planning Council and the

college's Strategic Planning Committee has the potential to consolidate insights and priorities from multiple program review documents into the more effective allocation of resources in a way that promotes student success at a level qualitatively higher than experienced at present in the college.

Planning Agenda

- The Academic Senate will work to clarify its relationship to the Assessment and Program Review committees and their relationship to the Curriculum Committee

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.

Descriptive Summary

The primary structures by which administrators, faculty, staff, and students work together with the governing board include the Board's subcommittees and Strategic Planning committees. The Board includes four subcommittees, three of which meet monthly (the fourth meets on an as-needed basis). A board member chairs each subcommittee. Each committee includes additional board members, faculty (appointed by both the Academic Senate and RCCD-FA), staff, and student members. The agenda for board subcommittees is prepared by staff in the units having items on the agenda and collated and distributed by the chancellor's office. The Board's committees are (1) Teaching and

Learning, (2) Resources, (3) Planning, and (4) Governance.

Self Evaluation

The standard is met. Institutional planning has developed a formal structure for participation by staff, faculty, administrators, and students in the planning, budgeting, and governance of the college where it did not exist in 2001. Items approved by the SPC requiring further action are forwarded to the district SPC for consideration. If approved at that level, they are forwarded to the Board. It is clear that the Board has the final authority, but it is not clear which intervening bodies may set aside recommendations from subordinate bodies, or under what circumstances. The Strategic Planning Committee has often been presented with action items without the opportunity for members to consult with their constituent groups. On other occasions, its recommendations (e.g., where to site the Nursing/Sciences building) have been set-aside with no clear justification provided to the committee. The college has more committees and subcommittees than ever before—increasing the opportunity for these entities to share, exchange and act on information. However, a clear mechanism for this exchange needs to be developed so that members of the college community feel connected to the decision-making process and understand the mechanism for forwarding recommendations. Both the Academic Senate and the student trustee are on the monthly Board agenda to address the Board of Trustees directly.

Planning Agenda

- Ensure that the integrated planning structures work and that communication among the groups occurs

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.

Descriptive Summary

Primary external agencies to which the College and District are accountable include the System Office of the California Community Colleges, the Accrediting Commission for Community and Junior Colleges (ACCJC), California Postsecondary Education Commission (CPEC), and grant agencies, both public and private.

California Postsecondary Education Commission (CPEC): The Riverside Community College District has worked closely with CPEC in the development of its centers and campuses. CPEC is responsible to the state Legislature for conducting the planning of new colleges and campuses. The district has worked closely with the Commission to develop the plan for becoming a multi-college district.

Granting agencies: Riverside City College has a plethora of federal, state, and private grants that are used to support its educational mission. Working with the U.S. Departments of Education, Housing and Urban Development, and Health and Human Services, the State Chancellor's Office and several private foundations, the college maintains appropriate records of all expenditures and their purposes for compliance. Audits by various agencies have been successfully passed and the record of grant acquisition reflects the competence and integrity of the faculty teams and their support.

ACCJC: The Riverside Community College District has taken the accreditation self-study process very seriously by planning two years in advance for the preparation of the self study; by providing several training sessions, including two presented by representatives of the ACCJC, in addition to internal sessions provided by administrators and faculty; by identifying and gathering evidence; engaging in dialogue; and by supporting faculty to guide this self-study. To obtain various perspectives, the composition of the committees include a cross section of tenured faculty, new faculty, and part-time faculty from a variety of disciplines, students, staff, and administrators.

As the college prepares to transition from a single-college/multiple-center district to a district with three colleges, a "District Executive Committee" was established to direct the self-study process. Individuals seated on this committee include the Vice Chancellor for Academic Affairs, the Associate Vice Chancellors for Institutional Effectiveness and Instruction, the three college presidents,

the three Academic Senate presidents, the Accreditation Liaison Officers, and the faculty co-chairs of each campus steering committee.

The Office of the Associate Vice Chancellor, Institutional Effectiveness has developed a website that provides evidence for every issue associated with accreditation, including organizational structure, evidentiary documents, and the latest version of the self-study. The web site continues to evolve as the self-study process has unfolded over time.

The Chairs of the Standard Committees meet with the Steering Committee to discuss various issues including writing, editing, and supporting evidence. They also meet weekly on an as-needed basis with their respective committee. The Standard Committees, charged with making detailed responses to the questions associated with the individual Standards, ensure that evidence supports all assertions. Drafts of the self-study are submitted to the Steering Committee for review and then returned for necessary additions revisions or other changes.

Self Evaluation

This standard is met.

Planning Agenda

- None needed

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Riverside Community College District has undergone continuous evaluation as it has made plans to conceptualize and to implement a college and district structure that effectively serves students. This process began with the “shadow” accreditation during the last site visit. Each constituency has been engaged in a discussion about how to fulfill its function in a new multi-college district structure. The roles of administrative, staff, student, and faculty leaders on the Riverside City Campus emerge in the new processes that have evolved, especially the strategic planning processes and program reviews.

Students: Students were the first constituency to make the transition, developing both a college and district student governance structure in the 2000-2001 college year. The first district student Trustee served in 2001-2002.

Faculty: The Academic Senate spent two years discussing its separation into three college senates prior to the vote of faculty to begin that process in May 2005. The college and district Senates have had ongoing conversations about how to integrate district leadership bodies (especially the Assessment, Curriculum and Program Review committees) at both the college and district level.

RCCD-FA/CTA similarly spent two years drafting and redrafting a new Constitution and Bylaws to allow it to best represent faculty in a three-college district.

Administration: A major transformational step for Riverside City

College involved the appointment of a college president, distinct from the district administration, in spring 2005. A separate college president has helped clarify the role of the college's administration with regard to the scope and responsibilities of the district in supporting college operations.

Self Evaluation

The standard is met. The pace of change in the separation of the district administration from the college and the creation of a distinct college administration has made it difficult to pause and to assess the effectiveness of decision-making processes and structures at Riverside City College or the district as a whole. It has been more common for the leadership in each body to conceptualize and to implement new processes and to improve the more established processes than to evaluate formally the strengths and weakness of evolving leadership structures. Although embedded in the new governance structures, communication among the institutional governance structures has to occur and to improve.

However, the onset of work on the self study provided an occasion for surveying the college community in order to assess its perception of the relative strengths and weaknesses of the college and how it functions. It was understood prior to conducting the survey that it had the potential to disclose both lack of awareness of the campus processes – which are working well, but not well known – as well as areas where improvement is needed.

Planning Agenda

- Each constituency should be more transparent regarding its contribution to institutional improvement

IV.B. Board and Administrative Organization

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

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The members of the Board of Trustees of the Riverside Community College District (RCCD) oversee the institution's assets, uphold its educational mission and

programs, ensure compliance with laws and regulations, and provide stability and continuity to the institution. The RCCD Board of Trustees establishes broad policies to guide the institution and to hold the RCCD Chancellor responsible for the administration and management of the district. The delineation of the Board of Trustees responsibilities, power, duties and responsibilities is set forth in the Policy 2200 and Regulations. The Board delineates the responsibilities of the Chancellor of the District in Board Policy 2430. It approves any reclassifications of administrators and receives, as an informational item, district-wide and college organizational charts that define the various organizational roles of the administration.

The five members of the Board of Trustees are elected at large by residents across the district, for staggered terms of four years. In an effort to improve voter turnout, Board elections coincide with presidential and gubernatorial elections. To ensure continuity of the Board, two seats are contested during presidential election years and three seats are contested during years of gubernatorial elections. The District has a written policy, Board Policy 1015, to fill vacancies.

A student, elected each year by the Associated Students of Riverside Community College District, serves as a trustee at the Board's monthly meetings and reports on student issues. The student trustee is empowered to ask questions and discuss all matters, but is not authorized to vote or to participate in closed meetings of the Board. In spring 2007, the Board began providing compensation for the student trustee in the form of a scholarship.

The RCCD Board of Trustees represents a large (440 square miles) and diverse community. The population of the county of Riverside is approximately 1,888,311 persons. The geographic extent of the District reaches from Moreno Valley in the east to Norco/Corona in the West, with Riverside situated roughly in-between. The population of the city of Riverside is ethnically diverse, with about 45% white, 38% Latino, 7% African-American, and 9% other.⁵ The composition of the Board somewhat reflects the diversity of the District (one Latino, one Latina, one Asian-American male, and two white females).

To ensure that citizens residing in all three of the District's communities have equal access and opportunity to attend monthly Board meetings, the Board rotates its monthly meetings among the three campuses. At its regular meetings, the Board provides an opportunity for members of the community to address the Board on agenda items or other matters of concern.

To further its efforts to provide an open forum for discussion of District related matters, the Board has established standing committees, which are comprised of representatives from various college constituencies and Board members. Recently, the Board has revised the previous five-committee structure to a four-committee structure, which aligns more closely with the Accreditation Standards. The current Board standing committees are Teaching and Learning, Resources, Planning, and Governance. No vote is taken at committee meetings, and an item can be withdrawn from the Board agenda before the Board meeting if further clarification

is required. The Board takes action only on items included on agendas of Board of Trustee meetings.

The Board and Administration follow a pattern of scheduled meetings on the second Tuesday of the month for committees and the third Tuesday of the month for regular Board meetings. All Board agendas and meeting materials are accessible on the RCCD website. If a scheduled meeting must be changed or if a special meeting is to be held, the Administration is responsible for notifying the community.

The Board has a clearly defined policy for evaluating its chief administrator in Board Policy 2435 and has adopted Standards of Good Practice for Board members in Board Policy 2715 to protect itself from undue influence or pressure.

Self Evaluation

The standard is met. Board policies clearly outline the responsibilities of the Board and the chief executive officer.

The Board acts independently and follows its own policies of good practices. In general, the Board committee structure allows for the participation of all appropriate constituencies in the discussion of policy issues.

However, historically (and presently), the Board of Trustees, elected at large by the district's residents, are primarily residents of the city of Riverside. In 2004 the Mc Quern report recommended that the Board of Trustees consider electing its members geographically rather than at large in an effort to represent the District's communities.⁶ However, the Board has elected not to act

on the recommendation. In practice, the District has considered this issue several times over the last 12 years. Board members elected geographically would not necessarily increase minority membership, nor encourage under-represented groups to run for Board seats. In fact, the current Board is diverse and individuals from under-represented groups have consistently run for office. Board elections in November 2006 provided the most recent opportunity for wider geographic representation; however, the voters in the district have consistently elected individuals from the city of Riverside.

Planning Agenda

- None needed

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.

Descriptive Summary

The Board of Trustees maintains broad oversight of the college's educational programs through the Board policies that establish standards for graduation, set policies for curricula and program development, and detail the faculty's role in academic and professional matters.

The curriculum approval process and the New and Modified Program Development Process⁷ further detail the Board's role in ensuring the quality of the college's academic offerings. These policies are consistent with requirements of the State Chancellor's Office.

Additionally, Board Policy 3010 mandates that the District and College Academic Senate play a central role in “academic and professional matters,” including educational program and curriculum development and the establishment and maintenance of educational standards.

The Board is also directly responsible for guaranteeing the college’s institutional integrity and financial health. It does so by periodically reviewing and approving the college’s “Mission” statement and reviewing district expenditures monthly. Each year an outside agency makes an independent audit of the district’s financial statements and accounting practices. The same is true for the college Foundation. An external audit is completed on the expenditures of Measure C, with an oversight committee responsible for the distribution of bond funds. District administrative offices oversee compliance with all Federal, State, and local policies in relation to student financial aid and other special fiscal programs, for which the Board is ultimately responsible.

During the past two years, the Academic Senate, in collaboration with district administrators, has worked to strengthen and streamline the procedures for the approval of academic programs and courses. The Board-approved principle of a single curriculum/single student contract will ensure that students can take courses on any campus/college in the district and earn a certificate or degree to meet their educational goal. Annually updated program reviews ensure the relevancy and quality of the educational programs offered at the college. In spring 2006, the Riverside City College Academic Senate proposed a policy on

Program Discontinuance in response to a request from the administration to propose the proper procedure to follow for those programs that no longer meet the mission of the college and/or the needs of the community.

Self Evaluation

The standard is met. Board policies, consistent with the college’s mission statement, support the quality, integrity, and improvement of student learning programs and services. The development of a policy on Program Discontinuance will be necessary to ensure that the programs offered at the college meet the needs of the community.

Planning Agenda

- Review the proposed Program Discontinuance Policy developed by the Riverside Academic Senate and adopt a policy

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees ensures the educational quality of the college’s programs. It receives presentations and reports regularly that provide relevant information on the status and progress of educational initiatives. It receives monthly reports of and approves the district expenditures.

The Board delegates to the Chancellor responsibility for administering the policies adopted by the Board and executing all decisions of the Board

requiring administrative action. The Chancellor acts as the professional advisor to the Board in the establishment and formulation of district policies. However, the Board of Trustees is ultimately responsible for the establishment and final interpretation of all policy.

Prior to approving agenda items that impact educational quality or financial integrity—including new curriculum, budget expenditures or revisions, institutional or legal matters—the items are discussed during appropriate Board sub-committee meetings. The standing committees likewise review policies and regulations prior to presentation of such items to the entire Board for approval. These meetings offer a venue for participation and discussion between Board members and representatives from various constituencies, including faculty, staff, administrators, students, and the general public. Board members encourage dialogue at these meetings

Additionally, at its regular meetings, the Board receives reports and presentations on items such as the status of educational initiatives, strategic planning updates, fiscal planning, and formal budgets. These reports are part of the agenda packet prepared for each board meeting. These reports are presented in public meetings and via written reports in the board agenda given to trustee members on a monthly basis. Suggestions for improvement are discussed by the Board at the standing committee meetings and regular Board of Trustee meetings and given to the proper college administrative staff member(s).

The Board ensures the fiscal integrity of the district through commission and review of an annual audit by an

independent audit firm and a minimum requirement of a 5% reserve. The Board approves the yearly budget and monitors expenditures using the board packet, which includes a list of all expenditures paid on a monthly basis.

Legal matters of the District are discussed in both open and closed sessions of the Board. When necessary and appropriate, the Board consults with legal counsel to ensure the integrity of legal decisions. Specific statutory issue – such as, but not limited to, real estate transactions, employee discipline, dismissal or release, potential or actual litigation, and labor negotiations –are discussed in closed session meetings. The intent to hold a closed session is always announced in the Board agenda, and when action is taken on an item discussed in closed session, the Board reports its action in open session.

Self Evaluation

The standard is met. The Board committee structure allows Board members to gain detailed information and a broad understanding of the various academic, legal, planning, and fiscal issues and concerns facing the district.

Additionally, the Trustees receive copies of contracts and agreements, regular reports from human resources and finance, summaries and presentations on the status of educational programs, strategic planning, Measure C funds and building projects. These reports are part of a monthly agenda packet that is prepared for each Board meeting. The information gathered from these meetings assists the Board in carrying out its responsibility as the body ultimately responsible for the educational quality,

legal matters, and financial integrity of the district.

Planning Agenda

- None needed

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures

Descriptive Summary

The Board of Trustees Policy Manual is published and available to the college and local community in printed form in the chancellor's and presidents' offices and in electronic form on the RCCD website. Board size, duties, responsibilities, structure and operating procedures are included in:

- 1010 Legal authority and organization
- 1011 Committee bylaws
- 1015 Election and terms of members
- 1016 Student member of Board
- 2200 Responsibilities and privileges of the Board of Trustees
- 2745 Board self-assessment process
- 2715 Board standards of good practice
- 1080 Conflict of Interest Code
- 2000 Organizational structure
- 2410 Policies and administrative regulations.

Self Evaluation

This standard is met.

Planning Agenda

- None needed

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.

Descriptive Summary

The Board of Trustees operates under policies delineated in the Board Policy Manual. Board policies and bylaws are reviewed for accuracy to maintain accordance with related education and administrative codes. The Board Policy Manual is available in printed format as well as being web accessible.⁸ The Board of Trustees relies on administrative staff to review and recommend revisions to Board policies, regulations and bylaws.⁹

Self Evaluation

The standard is met. Until spring 2007, review of Board policies has occurred on an as-needed basis. As a result, many Board policies had not been reviewed or updated in recent years. At its May 2006 Board meeting, a representative of the Community College League (CCLC) reported on its Board Policy and Procedure Service, which assist the districts in updating policies/regulations. The district subsequently subscribed to this service and is using it to update and adapt its policies from a single- to a multi-college district structure. In February 2007, the administration met with the District Academic Senate to coordinate review of those policies that require faculty participation. Some of these policies were brought to the Board in April 2007 for a first reading and subsequently approved in May 2007. Progress in reviewing and adapting policy to a multi-college district will

continue through the 2007-08 academic year or until all policies are updated and, where appropriate, new policies are written and approved.

Board Policy 3010 specifies how the Academic Senate(s) makes recommendations to the Board on academic and professional matters. In the areas where the Board relies primarily on the Academic Senate, most of the recommendations are embedded in institutional processes, such as the Curriculum Committee and college committee assignments. In the areas when the Board and the Senate reach “mutual agreement,” again most of the recommendations result from institutional processes, such as the program review process and the strategic planning process. However, as the Board reviews, revises, or adopts new policies—such as the new budget allocation model for the multi-college structure—the Board and the Academic Senate will need to “consult collegially” either through the established processes or through the Consultation Process Agreement.

Planning Agenda

- Continue process of updating and revising Board policies

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.

Descriptive Summary

Under the direction of the RCCD Chancellor, the district conducts an

orientation session for all candidates running for a Board of Trustee office. This orientation includes an overview of major areas and constituencies within the district. Additionally, new board members are encouraged to attend the California Community College Trustees (CCCT) orientation for new trustees. This orientation is sponsored by the Community College League of California (CCLC) and is held every January in Sacramento. The board members elected in 2006 participated in the Association of Community College Trustees 2007 National Legislative Summit held in Washington, D.C.

The Trustees are members of several professional organizations that provide for board development through participation in conferences and working together to promote relevant legislation in California. These include the Inland Valley’s Trustee and CEO Association and the CCLC. Membership in national organizations includes the Association of Community College Trustees and Association of Governing Boards.

To some degree, the biannual Board of Trustees retreats serve as board professional development. At these retreats, board members are provided an update on programs, services, and the budget. The board has allocated \$22,006 for development activities and memberships in 2006-07.

The members of the Board of Trustees have staggered terms of office. This was discussed in more detail in IV.B, IV.B.1, and IV.B.1.a. This provides for continuity of Board membership. In fact, in the last election, the community elected two new members and re-elected

one. The other two have served multiple terms.

Self Evaluation

The standard is met. The orientation of the board is quite extensive. In addition to an internal orientation provided by various individuals, it also includes the CCLC orientation in February.

Planning Agenda

- Conduct, as needed or requested, workshops for Trustees

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.

Descriptive Summary

Following discussion throughout spring 2002, the Board of Trustees accepted a proposal for a self-assessment process for first reading on June 10, 2002, and, on October 15, 2002, approved Board Policy 1044 – Board of Trustees Self-Assessment Process – and the accompanying regulations. The process established quarterly self-assessments to review board effectiveness.¹⁰ On May 15, 2007, Board Policy 1044 was revised as Board Policy 2745 to read: “The Board will review and discuss its record of performance periodically in open session.”¹¹

The policy recognizes that the board, as the district's elected body, “has a public trust – a fiduciary responsibility – to meet the learning needs of those who might benefit from Riverside Community College programs in the communities it

serves.”¹² To assess its effectiveness in meeting this responsibility, the Board of Trustees adopted a board effectiveness approach to guide the process, consisting of four key principles – learner centeredness, continuous assessment, evidence-based assessment, and a commitment to act.

The Board uses seven dimensions of board effectiveness – commitment to learners, consistency of interface, community college interface, economic/political system interface, district policy leadership, management oversight, and process guardianship. Each of these seven dimensions contains subsets of items or examples to guide the board's assessment of its effectiveness. The process, which is open to modification and refinement as the Board becomes more experienced, aids the Board in its assessment as a governing body; it is not intended to evaluate the performance of an individual member.

Self Evaluation

The standard is met. The Board does discuss the dimensions of board effectiveness in the context of issues and concerns raised during committee and general meetings and not specifically in quarterly meetings. Board Policy 1044 was recently revised and approved as Board Policy 2745, which changed the self assessment process from quarterly to annually.¹³

Planning Agenda

- Implement the revised policy

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.

Descriptive Summary

The Board of Trustees maintains Board Policy 2715 – Board of Trustees Standards of Good Practice – that specifically defines appropriate motives and actions of the board. Board Policy 2715 provides a process for handling behavior deemed in violation of the policy. Also, the Board of Trustees maintains Board Policy 1080 – Conflict of Interest Code – pursuant to the requirements of the Political Reform Act of 1974, Government Code Section 81000. The Code sets forth the required provisions for the disclosure of assets and income of designated employees, the disqualification of designated employees from acting where a conflict of interest exists, the list of designated employees subject to the disclosure provisions of the Code, and the list of disclosure categories specifying the types of assets and income required to be disclosed by each of the designated employees. In addition, all Board of Trustees members fill out a Statement of Economic Interest.

Self Evaluation

The standard is met.

Planning Agenda

- None needed

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

The Board of Trustees have been informed about the accreditation process at Riverside City College as a regular part of the quarterly update on Strategic Planning presented at the biannual Board retreats. Every aspect of the accreditation process, beginning with the alignment of the four accreditation standards with the nine subcommittees of the Strategic Planning Committee, to the membership of the Steering Committee, is discussed with the Board of Trustees at Board retreats.¹⁴ Representatives from the various leadership councils (Academic Senate, Student Senate, CTA, CSEA, and Strategic Planning Committee) attend the retreats and answer questions regarding the progress of the self-study. Additionally, the Academic Senate Presidents of each campus give a monthly update of the progress of the self-study on their respective campuses.

Several of the Board of Trustees members have participated in the State Chancellor’s conferences and participated in the breakout session dedicated to the accreditation process. The Board has approved the resources, both material and personnel, to complete the self study in a timely manner and has ensured that the process involved all constituencies of the college.

Self Evaluation

This standard is met.

Planning Agenda

- None needed

IV.B.1.j. The governing board has the responsibility for selecting and

evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.

Descriptive Summary

Board Policies describe the authority and powers of the District Chancellor as the “executive responsibility for administering the policies adopted by the board” and as the role of advisor to the Board “in the establishment and formulation of District policies.”¹⁵ The execution of those duties required by the California Education Code and Title 5 of the Code of Regulations is also a responsibility of the Chancellor.¹⁶ The Chancellor is responsible for developing and implementing all Administrative Regulations; these regulations do not require “formal approval of the Board of Trustees.”¹⁷ The Chancellor establishes the organizational structure of the district and determines the major duties and responsibilities of each administrative position.

Several Board Policies give the Chancellor authority over every aspect of college and district functions and operation.¹⁸ With regard to Board of Trustees meetings, the Chancellor is responsible for all Board meeting

agendas and for all records, minutes, proceedings, and documents.¹⁹ The Chancellor makes recommendations to the Board to appoint or dismiss employees,²⁰ and Board Policy 1042 gives the Chancellor the authority to accept the resignation of any employee. Board Policy 2430 gives the Chancellor the responsibility to “make recommendations on strategic planning” and supervise the “preparation and administration of the budget.”²¹ Board Policy 2430 defines the role of “liaison between Board and staff on matters of joint interest” as a specific duty of the Chancellor.²² Policy 2200 states that the Chancellor serves as a “resource” to help the Board answer questions regarding campus functions and policy.²³ The Board members should “channel all concerns, complaints, and requests for information” through the Chancellor and “adhere to the proper boundaries between Board members and employees” so as to support the Chancellor’s authority.²⁴

The Board holds the District Chancellor accountable for his/her designated responsibilities. Board Policy 2715 expresses the board’s expectation of accountability as being with “consistent and vigilant oversight of the District”²⁵ and ensuring that the district is in compliance with federal and state laws.²⁶ The Board must also carefully review reports from the Chancellor to ensure “that public funds are spent wisely and legally,”²⁷ to ensure “the fiscal integrity of the institution,”²⁸ and to “assure quality institutional planning and evaluation.”²⁹ Finally, the Board holds the Chancellor accountable “for changing personnel and restoring confidence.”

The Board conducts an annual evaluation of the Chancellor as specified in Board

Policy 2435,³⁰ “Evaluation of Chancellor:” these evaluations are conducted in closed session. In turn, the Chancellor evaluates the college presidents once every three years, or sooner as needed, according to established policy, using the Management Performance Evaluation Process.

Although there is no specific process to be used in the hiring of the district chancellor, Board Policy 2431,³¹ “Chancellor Selection,” states that “in the case of a Chancellor vacancy, the Board will establish a process to fill the vacancy. The process will be fair and open, and will comply with relevant regulations.” Board Policies generally state that the Board has the responsibility to “select a chief Executive Officer who serves as the Chancellor of the District” and that the “best qualified professional leader available” should be appointed to this position.³²

In practice, the Board identifies the college president as “staff.” Policy 2715 states that the Board will appoint the “best-trained faculty and staff available.”³³ Board Policy 7120 and the accompanying regulations give the process for employing staff but make no specific reference to the position of college president. It has been the district’s practice to hire a search firm which facilitates the search by attracting and assisting with the identification of highly qualified candidates.

RCCD has had the services of the same individual as Riverside Community College President, now named Riverside City College, and subsequently Chancellor from 1992 through the 2006-07 academic year. In late 2004, the Board changed the title of the president

to chancellor in light of his ongoing responsibility for three increasingly independent campuses.

In spring 2006, the Board employed consultant firm Korn Ferry to organize and guide it through the selection process for a new District Chancellor. (The current Chancellor is retiring.) No faculty, staff, or students served on the search committee, which was limited to the Board of Trustees. Representatives from the consulting firm met with constituency groups across the district to collect input from students, faculty, staff, and administration regarding the ideal profile of the future chancellor. In fall 2006, the Board finalized the language for the position announcement and conducted a nation-wide search. After a series of meetings, the Board met in closed session in early February 2007 to interview 10 candidates and, on February 20, announced the three finalists who would visit the campuses in early March. Following the candidate’s visits and appearances at open college forums, in late March, the Board of Trustees decided to stop the process, appoint an interim Chancellor, and begin a new search for a Chancellor after the accreditation visit in October.

Self Evaluation

The standard is met. The recent search to replace the retiring chancellor did not result in a permanent appointment.

Planning Agenda

- None needed

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides

effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary

The position of president for Riverside Community College has changed significantly since the previous accreditation visit. In 2001 the president was the president of both the Riverside City campus and the District; the Moreno Valley and Norco centers had local CEOs designated as provosts. The district president became the chancellor in fall 2004; shortly thereafter a national search for a president for the Riverside campus was initiated.

During the same period, several other administrative title changes occurred (Vice Chancellor of Academic Affairs, Associate Vice Chancellors of Instruction and Institutional Effectiveness, Vice Chancellor of Student Services) to more accurately reflect their expanded roles in the transition to a multi-college district. These individuals, who also served the Norco and Moreno Valley centers from Riverside City College, continued to serve the college in their formal roles. In the 2006-07 Staff Directory, district personnel were still listed under the "Riverside City" portion of the directory. (See pages 17-37.)³⁴

In August 2005, the Board appointed the President for Riverside City College, which allowed the district administration to begin its separation from the college. As the district began to backfill the administrative positions at the college with new college-specific administrators, the President has assumed more direct responsibility for the leadership of the college. In 2006-07 academic year, a

new Vice Present of Academic Affairs, a Vice President of Student Services, and a Vice President of Business Services began service to the college. All of these administrators report directly to the President of the college. Also, to help ease the separation of the District administrators from the college, the Associate Vice Chancellor of Instruction has continued to serve Riverside City College. Other District administrators continue to have dual roles, but they also report to the President on matters that affect the college.

Self Evaluation

The standard is met. As the District administrators have gradually separated from Riverside City College and with the hiring of new administrators to backfill the positions vacated by the developing District administration, the President has assumed more direct leadership and responsibility for the college. The President now directs all operations of the college, has final authority on all hiring for the college, co-chairs the Riverside City College Strategic Planning Committee, and has assembled a management team to help lead the college.

Planning Agenda

- Continue to develop college-specific services as District functions separate from the college

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

As discussed above, the administrative structure at the college has evolved from the gradual separation of the two campuses, the March Center, and District administration from the college. The college now has an administrative structure that reports directly to the President and serves the needs of the college. The administrative structure includes three vice presidents –Academic Affairs, Business Services, and Student Services.

Below the vice-president level, the president has four deans: Instruction, School of Education, Academic Support, and Student Services. There are four associate deans: Academic Innovative Programs; Early Childhood Studies; Nursing; and Teacher Preparation and Education Programs. Elected faculty chairs, who report to the Dean of Instruction, head most departments. Some deans (nursing and early childhood studies) oversee programs that reside both on the City campus and other campuses in the district.

The president meets with the vice presidents and deans on a weekly basis to set priorities and discuss plans for achieving institutional goals. Responsibility for various initiatives is delegated to vice presidents and deans as appropriate. For example, the president assigned the Associate Dean of Academic Innovative Programs to find ways to fund the expansion of the Automotive Technology Program to provide leadership for occupational programs on campus.

The President assumed the position of co-chair of the Strategic Planning Committee in spring 2006. This resulted in a number of important changes: a web page was created to allow advance posting of the committee agenda and the supporting documentation; the committee made a recommendation to request funding for a college-specific Facilities and Educational Master Plans. The President also urged the committee to draft a more formal charter to guide its operations and provided a template to begin discussion on that topic. A constitution was adopted late in fall 2006.

The president also asked the District Dean/Director of Institutional Reporting and Academic Services to conduct workshops with the deans and the Academic Planning Council (the department chairs) on the use of data such as the relationship between student enrollment and institutional funding: FTES, FTEF, WSCH, faculty efficiency, load, etc.

Self Evaluation

The standard is met. It is clear that the President has taken steps [1] to develop an effective administrative structure on the campus, [2] to formalize the composition of the Strategic Planning Committee and its role in institutional planning, and [3] to emphasize that accreditation standards serve as the foundation of the broad institutional goals used in the strategic planning process.

Planning Agenda

- Balance the need for greater college autonomy within the evolving district structure and procedures while

simultaneously developing the structures through which college-based decisions regarding planning, budgeting and hiring take place

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts**

Descriptive Summary

The Chief Executive Officer of Riverside City College, the president, sets the tone and agenda for institutional improvements in all aspects of the teaching and learning environment, including establishing the process that sets the values, goals, and priorities of the institution. This includes participation in Board subcommittees and general meetings and in meetings/activities of district administration, the college administration, the Academic Senate, department chairs, classified staff, and students.

During fall 2006 the department chairs met directly with the president and deans on a monthly basis and frequently twice monthly. That effort included several

hours of presentation from the District Dean/Director of Institutional Reporting and Academic Services. The discussion regarding accounting and methods of calculating efficiencies ultimately led to a better understanding of scheduling concerns. The department chairs were able to review scheduling practices and the resulting enrollment consequences. As a result, the chairs took a more collaborative and informed approach toward schedule development and sought to coordinate department scheduling in ways that would enable greater access to courses for students.

Educational planning is an integral component of the strategic planning of each campus and incorporated into the district's strategic plan. Appropriate levels of research, both internal and external, and analysis are determined by individual constituent groups and incorporated into planning commitments and eventually procedures. Resource planning is a major component of the strategic planning discussion. RCCD adopted a curriculum-centered model of strategic planning in an attempt to better focus on student needs and goals.

Procedures for evaluating overall institutional planning and implementation efforts are integrated into the strategic planning process as the college evaluates what accomplishments have been achieved during the time frame of the review process.

Self Evaluation

The standard is met. The president has begun to establish campus-based leadership. More needs to be done to translate these initial steps into clearly defined, ongoing structures that integrate

research, resources, and planning. The Riverside City College Strategic Planning Committee provides the framework and environment to meet this standard.

Planning Agenda

- Use the Strategic Planning Committee and program review process to make decisions to improve the institution and to accomplish its mission more effectively

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.

Descriptive Summary

Board policies 2000, 2430, and 2410 give extensive responsibility to the Riverside Community College District chancellor's office to "execute those duties required by Board policy or other official Board action or prescribed by the California Education code and Title 5 of the Administrative regulations." These policies also appear to give primary authority to the district chancellor in determining the organizational structure of Riverside Community College District and in defining the major duties and responsibilities of each administrative position. The job description for the President outlines the specific duties and responsibilities of the position. However, it is clear that the president has overall responsibility to know and understand all statutes, regulations and board policies; to assure their consistency with institutional mission and policies; and to communicate to the college community all important and pertinent regulatory

information. The president is also responsible for leading the college in accordance with the institutional mission. The President is a member of the Chancellor's Executive Cabinet, Budget Bunch and regular participant in the Board of Trustee meetings. She co-chairs the SPC monthly meetings and attends and convenes other groups to ensure the college is in compliance with statewide and district initiatives and regulations.

Self Evaluation

The standard is met. The president is responsible for ensuring adherence to board policies and regulations for the college. The president is committed to open and broad dialogue, a regular cycle of planning and evaluation, and the tenets of participatory governance.

Planning Agenda

- Further define and delineate the evolving college and district functions

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

Primary responsibility for financial accountability begins with the President, who is responsible for obtaining an adequate budget to meet the college's mission, ensuring that the budget is allocated appropriately, providing guidance to management, staff and faculty in accounting for expenditures and overseeing the expenditure of funds.

The District's Finance office makes certain that financial accountability is

maintained by ensuring that District budget controls and purchasing procedures are followed.

Self Evaluation

The standard is met. Through the 2005-06 and 2006-07 academic years, college expenditure and budget control is maintained at the college department level with overall budgeting control continuing to be exercised at a district level. Units across the college and district receive budget allocations based on budget requests made during the budget development period and their previous year's budget and expenditures, with the possibility of additional budget augmentation occurring based on expressed need and funding availability. Fiscal activity and inputs into the budget process begin at the department level and move through the planning process as recommendations to the District's financial administration. The President oversees the general budget of the college and participates in the decision regarding budget allocation for the district.

Planning Agenda

- The district in collaboration with college representation will develop a new budget allocation model and a plan for broader campus-based budgeting in anticipation of a three-college environment

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president of the Riverside City College represents the college to a

diverse group of professionals holding positions in both the private and public sector. The president strives to address the needs of the community and to improve the quality of life of the communities served by Riverside City College through participation in the following groups:

- Athena Foundation
- City Task Force—an RCC sponsored organization
- Downtown Plan Cultural Advisory Committee
- Higher Education Business Council, sponsored by the Mayor's Office
- Leadership Riverside
- Riverside Chamber of Commerce Board of Directors
- Riverside County Workforce Development Board
- Riverside Downtown Partnership
- The Wood Streets Residents Association.

Self Evaluation

The standard is met. The president of Riverside City College meets directly with residents in neighborhoods affected most directly by the college's presence and growth and with other constituencies in the city and county of Riverside. The president's on-going visibility and presence in the community serves the campus well. Outreach to the communities served by Riverside City College, including organizations in business, government, research institutions, transportation, housing, community development, environmental planning, and land-use planning is expected.

Planning Agenda

- None needed
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IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

Differentiating college and district spheres of responsibility has been an issue of ongoing dialogue over the past several years at both the college and district level. As the district administration and the Norco and Moreno Valley campuses separated from the college, the responsibilities of the district-level administrators have gradually been clarified. The organization and function maps cite the district's relationship to the college in key areas. The district's emphasis so far has been to evolve slowly from the

existing Riverside City College structures. Human, Physical, Technology and Financial Resources are now organized at the district level. Given the district's commitment to a common core (general education) curriculum and the organization of academic disciplines as district entities, general education programs will remain consistent, with vocational programs providing the primary area of college autonomy.

The district's administration asked the Board to adopt a policy committing the district to a common catalog, contract, and curriculum. In practice, this allows the district to retain common course outlines for shared (primarily transfer) courses, and allows college autonomy for those programs that are unique to a college (e.g., Automotive Technology and Nursing).

Because Riverside City College has been, in fact, synonymous with the district, it has housed many offices that have been responsible for serving all campuses. Human Resources, until December 2002 housed on the Riverside City College campus, moved to the Market Street/System's office building. The office of the Associate Vice Chancellor for Information Services is still located on the Riverside City College campus. The Vice Chancellor for Administration and Finance and the staff that support his operation are located in North Hall, on the periphery of the Riverside campus. Even the Chancellor's office resides on the Riverside campus. In spite of having being housed on the Riverside campus, these operations have always supported the operation of all instructional sites in the district.

Organizational charts have evolved over the past several years as varied approaches to structuring a multi-college district have been considered.³⁵

Self Evaluation

The standard is met. The college and the district organization have evolved rapidly. As Norco and Moreno Valley and the district administration separate completely from the college, new organizational and function maps will evolve. Individuals in leadership positions at both the college and district level have been involved in an ongoing dialogue regarding the structure that will ultimately best meet the needs of the students of the colleges in the district.

The president of the college has begun to assume more authority as the college backfills district administrative positions with college administrators. As a result, the lines of authority and responsibility have become more clearly delineated.

Planning Agenda

- Inform college and district constituencies about the evolving structure and services at the college and district levels

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

As the new campus sites began operating, especially after Norco and Moreno Valley established departments in 1999 the district's budget divided resources to accommodate and support the new

operations. Also, as the new sites began operating as separate campuses, the district's budget provided the resources, both financial and personnel, to develop separate operations. These divisions now exist in the budget.

Riverside City College has provided the essential resources for these new operations and for the new district administration. As the new campuses separated from Riverside City College and the district administration began operating separately from the college, the district has backfilled new administrative and support services to the college. Riverside City College still generates most of the FTES in the district and anchors the district-wide operations. As the Riverside campus goes, so does the district. Even after the Ben Clark Public Safety instructional site was transferred to the Moreno Valley campus, the college continued to grow.

At present the district allocates resources on a need-basis, but as the new colleges become more self-sufficient, the district plans to shift to an FTES based allocation model, although this may occur over time.

Self Evaluation

The standard is met. Because the new colleges and the district administration evolved from Riverside City College, the financial basis for the district rests with the college. Riverside City College provided the financial framework for the new sites to develop. As these new sites become more self-sufficient, a more equitable distribution of resources can occur, perhaps based more directly on the FTES generated by each college, and a

proportional charge for the district operations will take place.

Even though Riverside City College has provided the resources for the development of the new sites, the district has continued to provide the necessary resources for the college to serve its students at the same high level as the past.

Planning Agenda

- Develop a finance allocation process that allows each college to work efficiently with the resources each generates while recognizing that Riverside City College and the district must continue to support the new sites for an uncertain period of time

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

Evidence of fiscal restraint can be seen in the reserve that the district has maintained over the last several years. Like many districts in California, Riverside Community College District generally ends each year with a modest surplus in the myriad categories within which it budgets. The projected reserve for 2005-06 was 9.26% and the ending reserve was 10.51%. The projected reserve for 2006-07 is 9.56%.

Self Evaluation

The standard is met. The fiscally conservative approach the district and the Board have pursued over the past several years—years, it should be noted, of rapid

growth in both students served and capital projects undertaken—augers well for the continuing soundness of district finances.

Planning Agenda

- Integrate more fully all strategic planning initiatives as the district develops its budget

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.

Descriptive Summary

Within the Riverside Community College District, only Riverside City College is independently accredited. The Board of Trustees delegates to the chancellor the task of providing leadership for planning, setting priorities, managing resources, ensuring compliance with state statutes and regulations, and implementing all Board policies. In turn, the chancellor delegates the authority for administration and operation of Riverside City College to the college president. To ensure that these responsibilities are carried out efficiently and effectively, the president attends Executive Cabinet meetings where matters of importance to the district and the campuses are discussed. The college president also holds weekly cabinet meetings to discuss issues and ensure the smooth operation of the college.

An example of the balancing of authority between president and chancellor can be seen in the faculty hiring procedure

reviewed by the Board in June 2006, which grants *campus* level authority for faculty hiring to the president. The president's recommendations are subject to approval by the chancellor and the Board.

Self Evaluation

The standard is met. As the district administration has gradually separated from the college and with the hiring of a president and vice presidents for the college, the president has assumed direct responsibility for the operation of Riverside City College.

Planning Agenda

- Delineate those areas of responsibility for which the president will be independently responsible as the district administration continues to separate from the college

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

Effective communication between the college, the district office, and the Board of Trustees contribute to the success of the Riverside Community College District and the college's educational and operational responsibilities. Through the chancellor, the college reports directly to the Board about finances and personnel for the college. Also, the college uses district-wide committees to facilitate the exchange of and to share information among the three campuses. The district

administration provides operational and logistical support services to the college. Among the many services provided are instructional and student services support, institutional research, human resources, business services, financial services, public and marketing relations, and information technology services.

Through several district-level positions and special committees, dialogue between the Board, the district, and the college is conducted in monthly Board committee meetings held at the Riverside College boardroom. In general, the administration, Academic Senate president, and Student Trustee appear to be well-informed regarding district and college issues. By having these various constituencies present at district Board meetings, representatives can return to their individual departments, report on the discussions that took place, receive feedback, and return the following month with direction from his/her segment of the college community. Board agendas open with a chancellor's report; each college president and Academic Senate president presents information from his/her campus at each board meeting.

Self Evaluation

The standard is met. The communication method currently in place allows those who are directly involved in leadership and governance to be informed about the life of the district, but additional efforts to be made to inform the campus community more broadly. Relying on a single individual –the Academic Senate president or CSEA president or Student Trustee –to inform his/her constituency of developments in the district may be inadequate. The Riverside list serve, which reaches all faculty, administrators,

and many staff, is used to communicate timely messages or information on behalf of the campus leadership and others. Agendas and minutes from all Board of Trustee meetings are posted on the district website, www.rcc.edu, with the web link e-mailed to all faculty and staff. Individual program or unit updates and presentations at Board committee meetings also help to inform the college community. However, further efforts to broaden communication within the district and college should be explored.

Planning Agenda

- The Riverside City College president and the associate vice chancellor, Public Affairs and Institutional Advancement will develop broader mechanisms for informing the college's constituencies of developments within the college and the district

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The chancellor of the Riverside Community College District manages district resources and implements policies set by the Board of Trustees. Operational issues and corresponding functions that are intended to provide for efficiency and continuity of services at all three colleges are the responsibility of the district.

Additionally, functions that are required by statute or state regulation are also provided by district operations. The provision of educational programs, scheduling, student support services, staff development and evaluation, direct campus/college operations, as well as ancillary functions are the responsibility of the college.³⁶

In December 2002, the president (chancellor) formed a task force to review the core operations, recommend process improvements for current and anticipated three-college operations, and oversee the implementation of approved process modifications. That group, the Core Operations Task Force (COTF), was charged with the responsibility of ensuring that core institutional processes across and within units are aligned and functioning properly.³⁷ Initially, the task force focused on processes and procedures related to scheduling and enrollment reporting, but additionally, other areas that affect the district's ability to meet learner needs and effectively and efficiently manage and target resources have been ongoing agenda topics.

In preparation for the transition to a three-college structure, the president (chancellor) formed a Transition Team in November 2004. The Team is composed of the Associate Vice Chancellor of Institutional Effectiveness; Associate Vice Chancellor of Instruction; Dean of Instruction, Norco; Chief of Staff; Dean/Director, Academic Reporting; and the Dean, Admissions and Records, who chairs the group. The team focused on moving administrative functions of the district from a one-college, multi-campus environment to a three-college district. Working closely with the district accreditation committee and timeline, the

Transition Team has reviewed the accreditation timelines, strategic planning process, and outcomes. The Team has surveyed and met with district wide units, such as DSP&S, Student Services, Financial Aid, College Police, and Finance, to review plans for the transition and to ascertain what Education Code, Title 5, or Commission issues should be considered.³⁸ It is the practice of both the COTF and Transition Team to consult with appropriate district-wide committees and constituency groups on issues (e.g., the Academic Senate and the RCCD-FA/CTA).

The delineation of the district/college roles and functions are reviewed and revised. Most notably, position descriptions including roles and responsibilities have changed as progress is made toward a multi-college system. The chancellor's Executive Cabinet – composed of the four vice chancellors, the three presidents and the chancellor's Chief of Staff – have spent a significant amount of time evaluating the district's and colleges' administrative structure and have created the new position of vice president of Business Services for each campus, to ensure that the administrative support at each college is sufficient.

The Board of Trustees adopted a formal self-evaluation process on October 15, 2002 and a revised policy in May 2006 (Board Policy 2745) that requires an annual review on seven specific dimensions. These include the following:

- Commitment to Learners
- Constituency Interface
- Community College System Interface
- Economic/Political System Interface

- District Policy Leadership
- Management Oversight
- Process Guardianship.

On April 25, 2005, David Viar, former Chief Executive Officer, Community College League of California, met with the Board as part of the Board's annual planning meeting. Viar facilitated a review of the Board's current practices and policies.³⁹ He attended a special Board meeting in May 2005 to continue the discussion and development of a Code of Ethics, which the Trustees adopted in August 2005. The Board has continued to review its policies and procedures on a regular basis.

Once a year, the Board schedules a two-evening retreat with either an external facilitator and/or staff members who share information, present updates on topics such as strategic planning, district and college initiatives, and organizational and Board committee structure. It is also anticipated that the Board will discuss a specific set of the seven dimensions for review each year.

Self Evaluation

The standard is met. As the district transitions to three colleges, roles, corresponding responsibilities, reporting relations, and the organizational landscape are evolving. There are instances when it is unclear if a particular procedure should be a district or college responsibility. Recently, the district organizational chart and the corresponding college organizational charts were updated to depict supervisory roles of district administrative personnel and college personnel and to clarify the operational functions that are district,

college, or shared. Many of these are represented on the functional maps.⁴⁰

Planning Agenda

- Refine, expand, and revise the function maps showing delineation and relation of functions between the college and the district

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- ¹ Minutes of the March 6, 2006 Academic Senate meeting
 - ² Results of RCC Employee Accreditation Survey;
Students were not polled because the Riverside Accreditation Steering Committee agreed there was better evidence available in regard to students' attitudes about the college.
 - ³ Results of RCC Employee Accreditation Survey
 - ⁴ Riverside Community College District Program Development Process (New or Revised Educational), January 2005
 - ⁵ *RCCD Fact Book 2007*
 - ⁶ McQuern Report
 - ⁷ Riverside Community College District Program Development Process (New or Revised Educational), January 2005
 - ⁸ See Section 1000—Board of Trustees.
 - ⁹ See Board of Trustees meeting agendas and minutes for many of this year's meetings showing the process for Board of Trustees review and processing of updated regulations and policies.
 - ¹⁰ Board of Trustees April 25, 2005, meeting agenda
 - ¹¹ Minutes from Board of Trustees May 15, 2007 Meeting, BP 2745
 - ¹² Board of Trustees April 25, 2005, meeting agenda
 - ¹³ Board of Trustees April 25, 2005, meeting agenda
 - ¹⁴ Board Retreat Minutes
 - ¹⁵ Board Policy 2430 District Chancellor and its Regulations and Board Policy 2410 Policies and Administrative Regulations
 - ¹⁶ Regulations for Board Policy 2430, line #1
 - ¹⁷ With the exception of the "1000 section" and Policy 2410
 - ¹⁸ Board Policy 1010, 1011, 2200, 1042, and 2430
 - ¹⁹ Board Policy 1010-II-A-2, II-D, III-A; 1011-IV-C
 - ²⁰ Regulations for Board Policy 2200, II-H and Board Policy 1042
 - ²¹ Regulations for Board Policy 2430, lines #19 & 20
 - ²² Regulations for Board Policy 2430, line #5
 - ²³ Regulations for Board Policy 2200, III-H
 - ²⁴ Board Policy 2715, Regulations for Board Policy 2715, I-D and I-G
 - ²⁵ Regulations for Board Policy 2715, I-A
 - ²⁶ Regulations for Board Policy 2715, I-B
 - ²⁷ Regulations for Board Policy 2200, I-G
 - ²⁸ Regulations for Board Policy 2200, II-C
 - ²⁹ Regulations for Board Policy 2200, II-G
 - ³⁰ Regulations for Board Policy 2435
 - ³¹ Regulations for Board Policy 2341
 - ³² Regulations for Board Policy 2200, II-G and 2715, I-F
 - ³³ Regulations for Board Policy 2715, I-F
 - ³⁴ 2006-07 Staff Directory
 - ³⁵ Current Organization charts
 - ³⁶ District Organization Chart/Map, job descriptions, and supporting documents on the delineation of functions and responsibilities; Board Policy Manual
 - ³⁷ COTF sample minutes showing composition of group

-
- ³⁸ Minutes from Transition Team meetings
 - ³⁹ Board of Trustees April 25, 2005, meeting agenda
 - ⁴⁰ Function maps



Planning Summary

The ACCJC introduces the 2002 standards in the following words: “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 reflective dialogue about its quality and improvement.”

Riverside City College embraces this ideal whole-heartedly. Throughout its 90-plus year history, the faculty, staff, and administration of Riverside City College have sought to provide the highest quality education to its increasingly diverse student population. The overall vitality of RCC is apparent in the number of planning agendas, which begin with the verbs *explore*, *review*, *continue*. The values endorsed in the standards are principles receiving ongoing attention at Riverside City College. The verbs *integrate* and *coordinate* also appear throughout the self study and suggest that, in many cases, *existing* initiatives and efforts could work even more effectively when better integrated to support student learning and success.

During the self-study process, the college confirmed its many strengths, but it also discovered areas where it can improve. The planning agendas of this document seek to propel RCC in the direction of realizing an even more comprehensive, integrated, and ongoing institutional culture which revolves around student success.

Review of the planning agendas distributed through the self study reveals the following primary goals of the institution:

- work to integrate further the collection and evaluation of data into short and

long range planning across the college and district

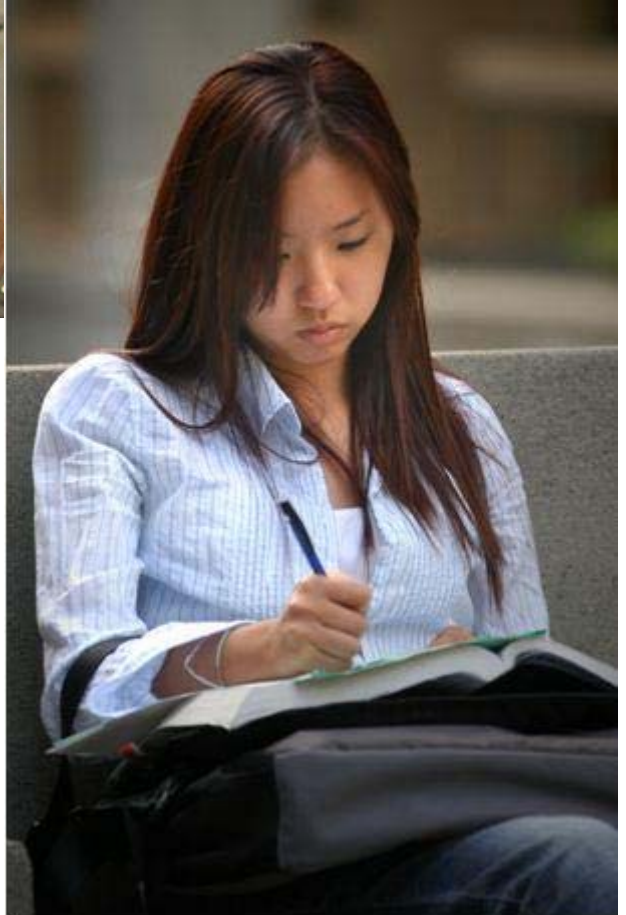
- develop and deploy a budget allocation model that uses evidence and drives future planning
- continue efforts to develop program and institutional learning outcomes, with special attention to general education
- identify methods to improve the quality of communication across the college and district
- address and evaluate personnel needs for faculty and staff across the college and district
- identify methods to coordinate better the work of instructional faculty, counselors, librarians, and staff

In 2005, the Board of Trustees committed the college to seeking measurable improvements in access, retention, success, persistence, and completion. *All* constituencies in the institution embrace these goals. We believe the priority that our Board of Trustees has placed on these goals reflect commitment of both the college and district to the broad themes of Institutional Commitments, Evaluation, Planning and Improvement, Student Learning Outcomes, Organization, Dialogue and Institutional Integrity.

The ongoing refining of the campus and district Strategic Planning Committees provides a structure through which the constituencies of the college—students, staff, faculty and administration—can focus on the primary goals of the college as we seek to meet and exceed the themes and standards of the ACCJC.

Appendix A





Riverside County

City Population Estimates with Annual Percent Change 2005 & 2006

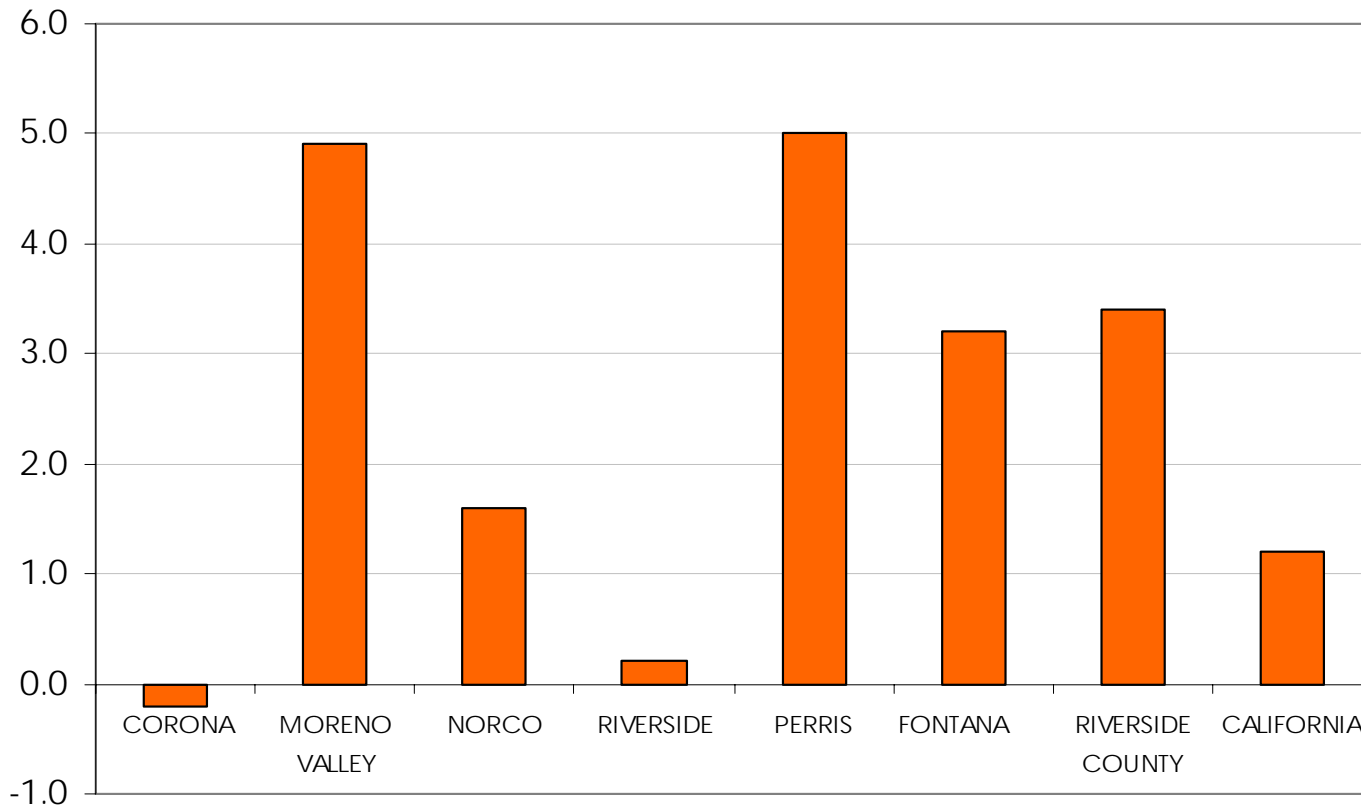
City/County	Total Population		Percent Change
	2005	2006	
BANNING	28,130	28,128	0.0%
BEAUMONT	19,105	23,145	21.1%
BLYTHE	22,089	22,179	0.4%
CALIMESA	7,482	7,415	-0.9%
CANYON LAKE	10,981	10,939	-0.4%
CATHEDRAL CITY	50,957	51,081	0.2%
COACHELLA	30,964	35,207	13.7%
CORONA	144,992	144,661	-0.2%
DESERT HOT SPRINGS	19,507	22,011	12.8%
HEMET	66,873	69,544	4.0%
INDIAN WELLS	4,810	4,865	1.1%
INDIO	66,539	71,654	7.7%
LA QUINTA	36,377	38,340	5.4%
LAKE ELSINORE	38,289	40,985	7.0%
MORENO VALLEY	166,385	174,565	4.9%
MURRIETA	85,648	92,933	8.5%
NORCO	26,846	27,263	1.6%
PALM DESERT	49,595	49,539	-0.1%
PALM SPRINGS	46,000	46,437	1.0%
PERRIS	44,880	47,139	5.0%
RANCHO MIRAGE	16,520	16,672	0.9%
RIVERSIDE	287,321	287,820	0.2%
SAN JACINTO	28,618	31,066	8.6%
TEMECULA	81,921	93,923	14.7%
BALANCE OF COUNTY	507,482	515,819	1.6%
RIVERSIDE COUNTY	1,888,311	1,953,330	3.4%

RCCD Service Area

General Population – Selected Cities

2006

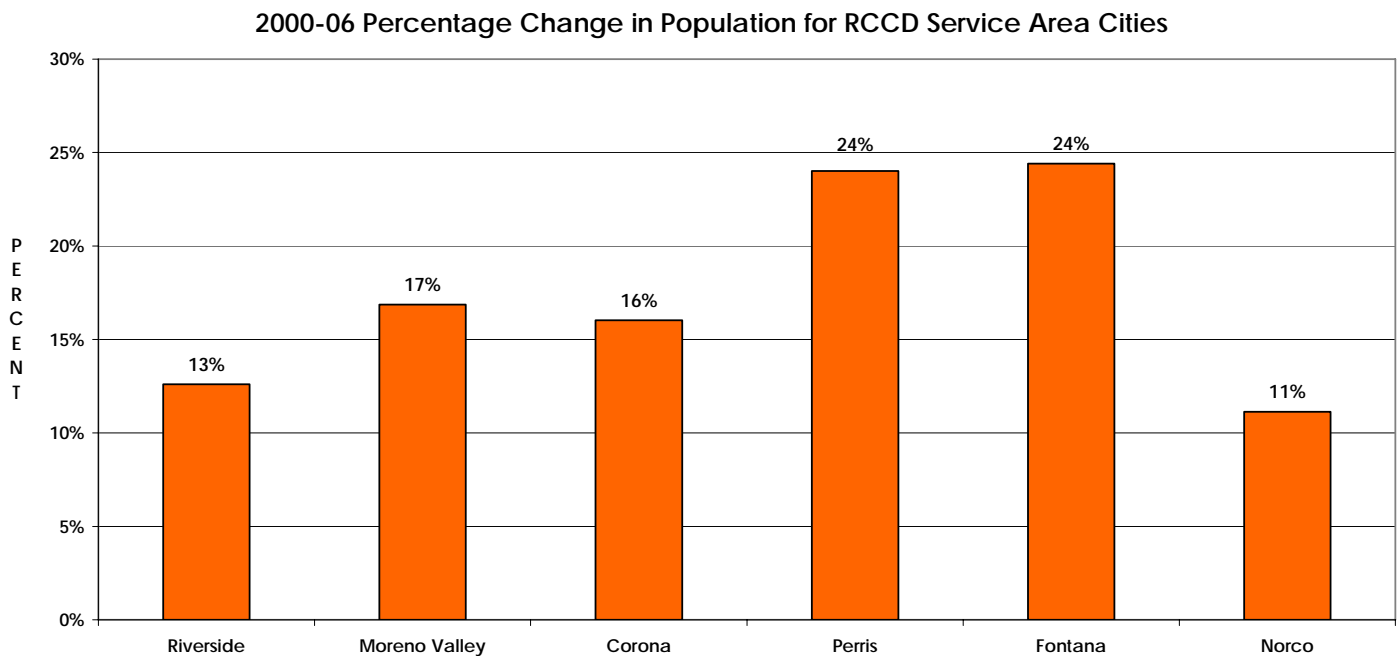
**Percentage Growth, General Population, 2005-06
Selected Cities in RCCD Service Area**



	Population	% Change
Change from	2006	2005-06
RIVERSIDE COUNTY	1,953,330	3.4
CORONA	144,661	-0.2
MORENO VALLEY	174,565	4.9
NORCO	27,263	1.6
PERRIS	47,139	5.0
RIVERSIDE	287,820	0.2
SAN BERNARDINO COUNTY	1,991,829	2.1
FONTANA	165,462	3.2

Riverside Community College District RCCD Service Area

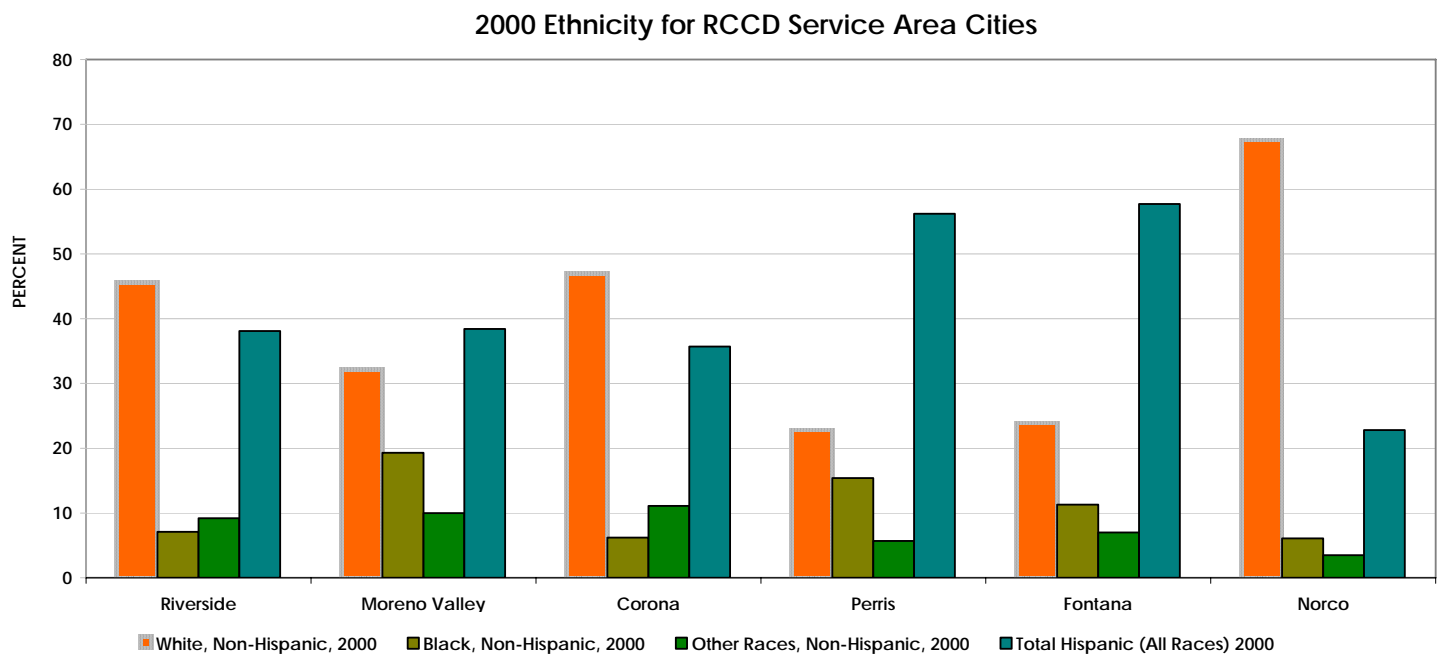
Population Changes for selected cities 2000-06



(Students from these cities accounted for 75% of all Fall 2005 RCCD students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Total Population, 2000	255,166	142,381	124,966	36,189	128,929	24,157
Total Population, 2006	287,321	166,385	144,992	44,880	160,409	26,846
Percent Change 2000-2006	13%	17%	16%	24%	24%	11%

Riverside Community College District RCCD Service Area Ethnicity 2000

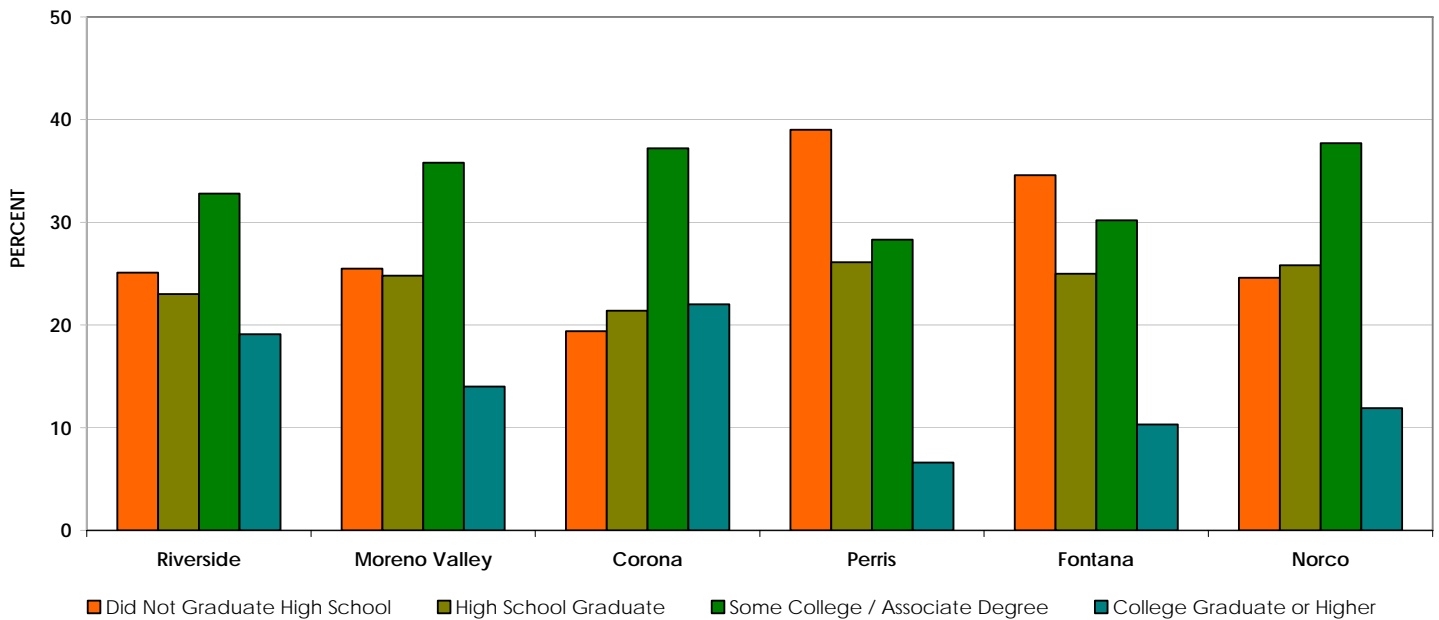


(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
White, Non-Hispanic, 2000	116,356	45,847	58,734	8,251	30,814	16,330
Black, Non-Hispanic, 2000	18,117	27,480	7,748	5,573	14,569	1,474
Other Races, Non-Hispanic, 2000	23,475	14,238	13,871	2,063	9,025	845
Total Hispanic (All Races) 2000	97,218	54,674	44,613	20,338	74,392	5,508
Total Population, 2000	255,166	142,239	124,966	36,225	128,800	24,157

Riverside Community College District RCCD Service Area Educational Attainment 2000

2000 Educational Attainment for RCCD Service Area Cities



(Students from these cities accounted for 75% of all Fall 2005 students.)

	Riverside	Moreno Valley	Corona	Perris	Fontana	Norco
Did Not Graduate High School	64,047	36,307	24,243	14,114	44,609	5,943
High School Graduate	58,688	35,310	26,743	9,445	32,232	6,233
Some College / Associate Degree	83,694	50,972	46,487	10,241	38,937	9,107
College Graduate or Higher	48,737	19,933	27,493	2,388	13,280	2,875
Total Population	255,166	142,523	124,966	36,189	129,058	24,157

RCCD Service Area

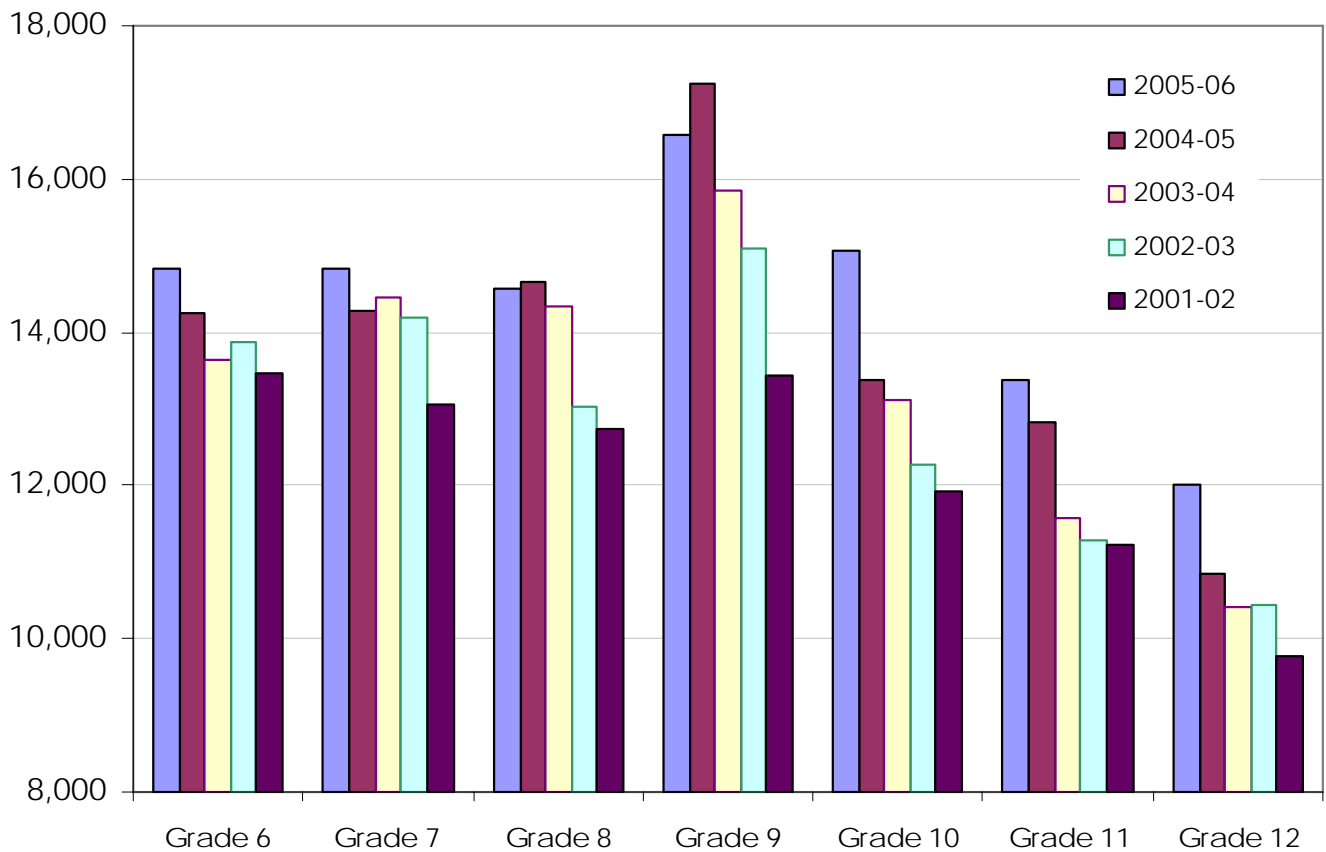
Feeder School Enrollments by district and grade levels, 2001-02 through 2005-06

Feeder District		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alvord	2005-06	1,564	1,625	1,542	1,910	1,201	1,265	1,302
Alvord	2004-05	1,650	1,548	1,671	1,754	1,142	1,437	1,152
Alvord	2003-04	1,496	1,646	1,604	1,366	1,451	1,254	1,156
Alvord	2002-03	1,619	1,584	1,341	1,460	1,285	1,229	1,207
Alvord	2001-02	1,574	1,308	1,413	1,251	1,244	1,255	1,035
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Corona-Norco	2005-06	3,833	3,719	3,724	3,892	3,842	3,597	3,266
Corona-Norco	2004-05	3,589	3,612	3,638	3,864	3,584	3,237	3,071
Corona-Norco	2003-04	3,466	3,604	3,640	3,532	3,237	3,072	2,905
Corona-Norco	2002-03	3,403	3,540	3,282	3,193	3,059	2,934	2,830
Corona-Norco	2001-02	3,301	3,164	2,999	3,003	2,871	2,797	2,579
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Jurupa	2005-06	1,769	1,711	1,587	1,707	1,742	1,531	1,458
Jurupa	2004-05	1,735	1,638	1,708	1,765	1,581	1,561	1,322
Jurupa	2003-04	1,624	1,705	1,753	1,600	1,626	1,409	1,260
Jurupa	2002-03	1,687	1,758	1,603	1,633	1,489	1,348	1,239
Jurupa	2001-02	1,727	1,641	1,594	1,536	1,409	1,333	1,223
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Moreno Valley	2005-06	2,891	3,007	2,922	3,272	3,121	2,837	2,246
Moreno Valley	2004-05	2,874	2,848	2,907	3,199	3,061	2,705	2,103
Moreno Valley	2003-04	2,726	2,857	2,850	3,106	2,984	2,508	1,930
Moreno Valley	2002-03	2,852	2,794	2,713	3,033	2,765	2,462	1,942
Moreno Valley	2001-02	2,690	2,784	2,627	2,809	2,729	2,264	1,959
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Riverside	2005-06	3,338	3,343	3,341	4,478	3,864	3,116	2,725
Riverside	2004-05	3,152	3,360	3,503	4,957	3,171	2,952	2,564
Riverside	2003-04	3,171	3,566	3,397	4,612	3,121	2,873	2,522
Riverside	2002-03	3,319	3,482	3,197	4,253	3,098	2,827	2,564
Riverside	2001-02	3,180	3,280	3,236	3,532	3,208	2,874	2,360
		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Val Verde	2005-06	1,425	1,439	1,449	1,311	1,295	1,035	1,004
Val Verde	2004-05	1,245	1,284	1,216	1,697	837	923	635
Val Verde	2003-04	1,145	1,077	1,083	1,629	688	470	642
Val Verde	2002-03	1,005	1,047	906	1,509	579	473	657
Val Verde	2001-02	979	882	876	1,313	449	711	609

RCCD Service Area

Feeder School District Enrollments by grade levels, 2001-02 through 2005-06

**Feeder School Enrollments by Grade Levels
2001-02 through 2005-06**

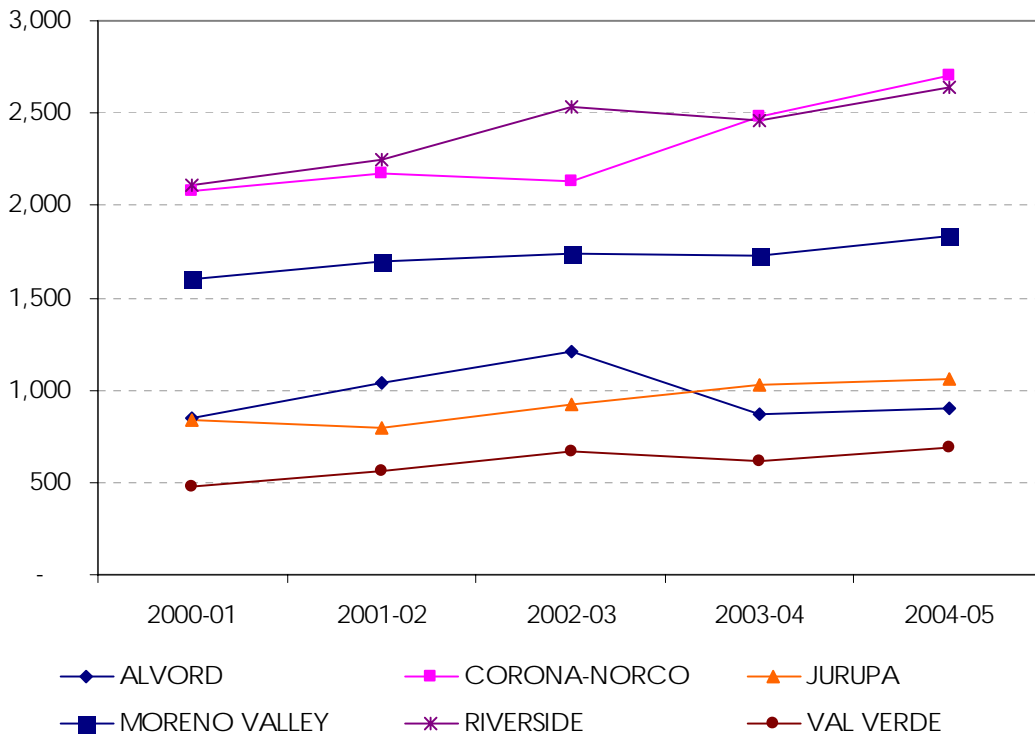


		Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
District Totals	2005-06	14,820	14,844	14,565	16,570	15,065	13,381	12,001
District Totals	2004-05	14,245	14,290	14,643	17,236	13,376	12,815	10,847
District Totals	2003-04	13,628	14,455	14,327	15,845	13,107	11,586	10,415
District Totals	2002-03	13,885	14,205	13,042	15,081	12,275	11,273	10,439
District Totals	2001-02	13,451	13,059	12,745	13,444	11,910	11,234	9,765

RCCD Service Area

RCCD Feeder High School District Graduates 2000-01 through 2004-05

Graduates from RCCD Feeder School Districts



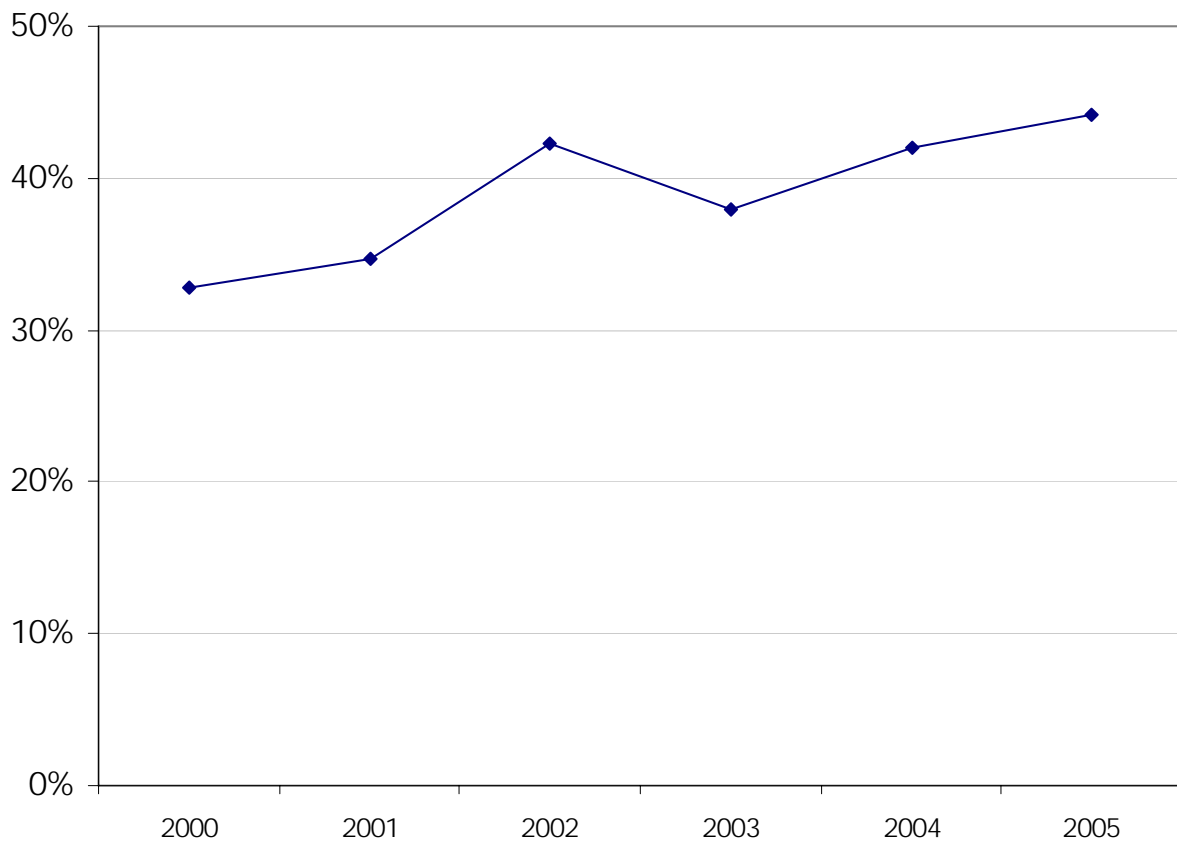
Graduates from RCCD Feeder School Districts, 2000-01 to 2005-06

	2000-01	2001-02	2002-03	2003-04	2004-05	Change from 2000-01 to 2005-06
ALVORD	843	1,035	1,207	872	899	7%
CORONA-NORCO	2,080	2,170	2,134	2,479	2,707	30%
JURUPA	836	797	923	1,029	1,055	26%
MORENO VALLEY	1,605	1,694	1,738	1,724	1,837	14%
RIVERSIDE	2,113	2,248	2,529	2,455	2,636	25%
VAL VERDE	472	558	664	618	685	45%
TOTAL	7,949	8,502	9,195	9,177	9,819	24%

RCCD Service Area

College Going Rates for RCCD Feeder Districts, 2000-2005

RCCD College Going Rates, 2000-2005



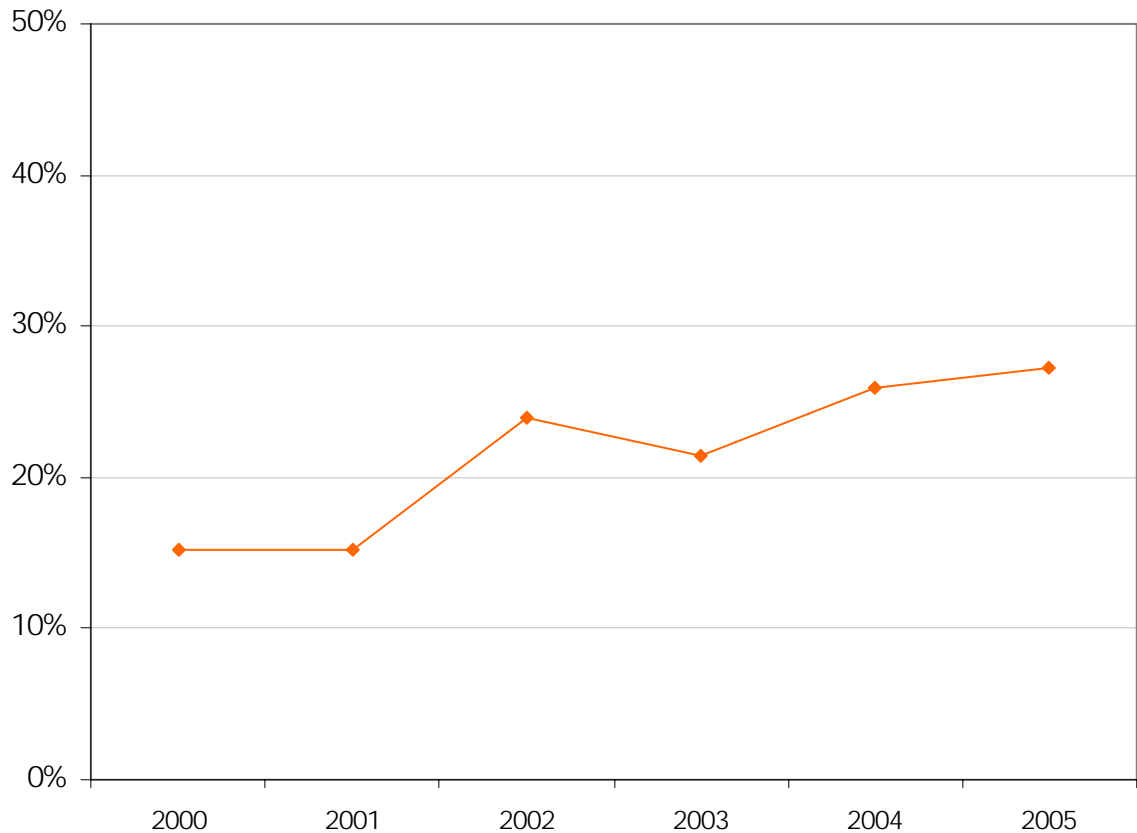
College Going Rate

2000	32.9%
2001	34.7%
2002	42.2%
2003	37.9%
2004	42.0%
2005	44.2%

“College Going Rate” is the percent of recent high school graduates from our service area who are 19 years and under and attending any community college, California State University, or University of California Campus during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

RCCD Service Area Capture Rates for RCCD Feeder Districts, 2000-2005

RCCD Capture Rates, 2000-2005



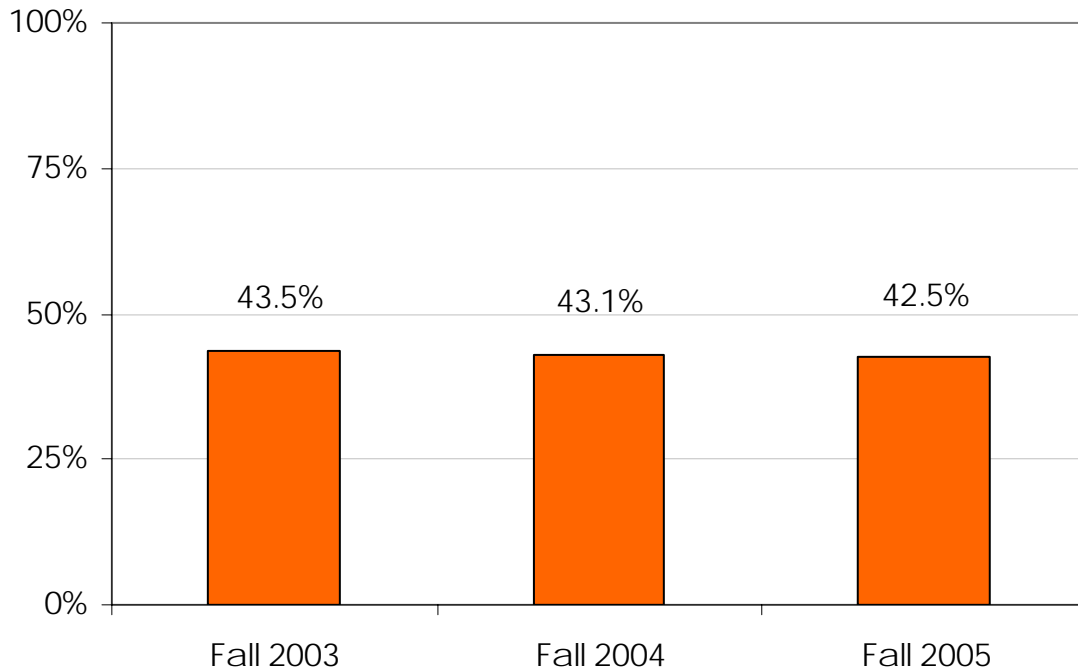
Capture Rate	
2000	15.2%
2001	15.2%
2002	24.0%
2003	21.4%
2004	25.9%
2005	27.3%

“Capture Rate” is the percent of recent high school graduates from our service area who are 19 years and under *and* attending Riverside Community College during the fall term for the first-time. High school districts in RCCD’s service area include Alvord, Corona-Norco, Jurupa, Moreno Valley, Riverside and Val Verde.

Riverside Community College District Student Outcomes

Fall-to-Fall Persistence Rates Fall 2003, 2004 & 2005

**RCCD Fall to Fall Persistence Rates,
2003, 2004, and 2005**

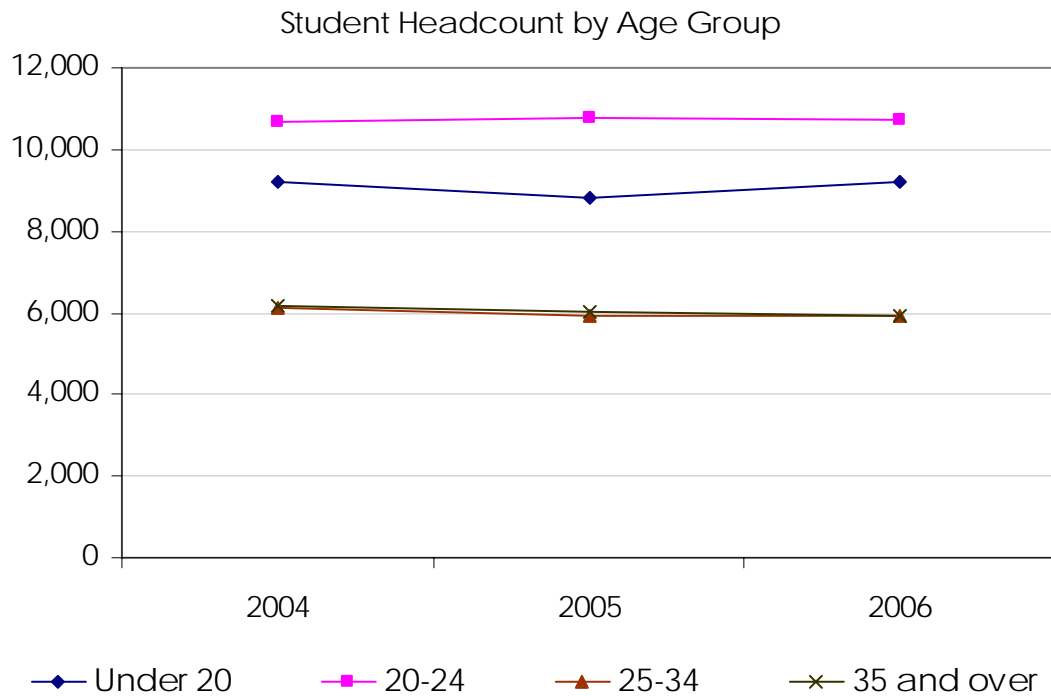


	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	31,801	13,838	43.5%
Fall 2004	32,219	13,872	43.1%
Fall 2005	31,567	13,428	42.5%

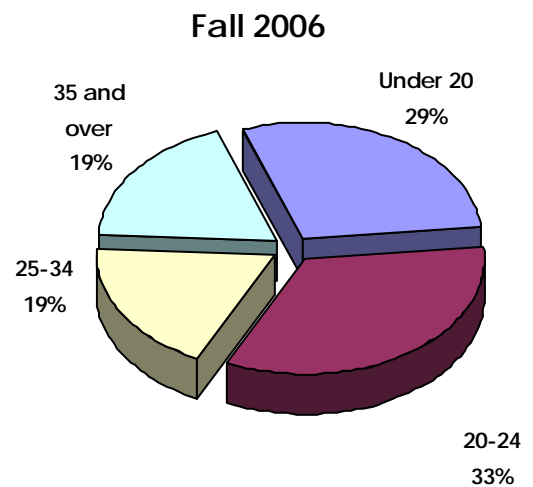
Fall to fall Persistence Rate is the percent of any students taking at least one course at any RCC Campus during a Fall semester and then subsequently taking at least one course at any RCC Campus in the following fall semester.

Riverside Community College District Student Demographics

Age Groups Fall 2004, 2005 & 2006

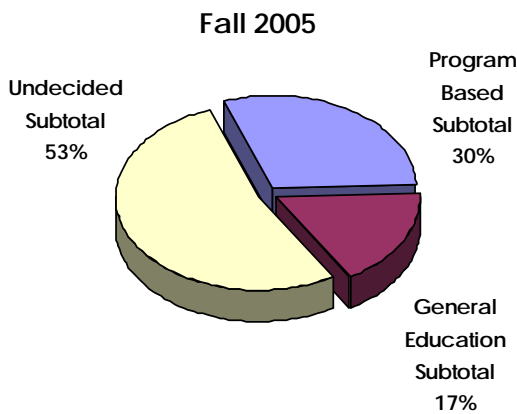
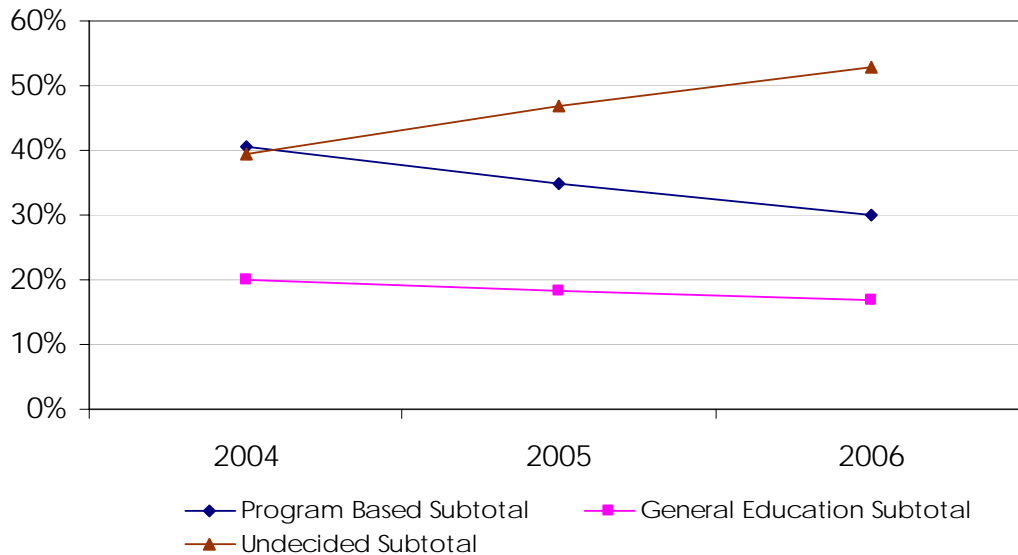


Age Groups	2004	2005	2006
Under 20	9,204	8,830	9,192
	29%	28%	29%
20-24	10,695	10,767	10,723
	33%	34%	34%
25-34	6,143	5,928	5,934
	19%	19%	19%
35 and over	6,177	6,042	5,934
	19%	19%	19%
Total	32,219	31,567	31,760
	100%	100%	100%



Riverside Community College District Student Demographics Educational Goal Fall 2004, 2005 & 2006

Student Percentage by Educational Goal

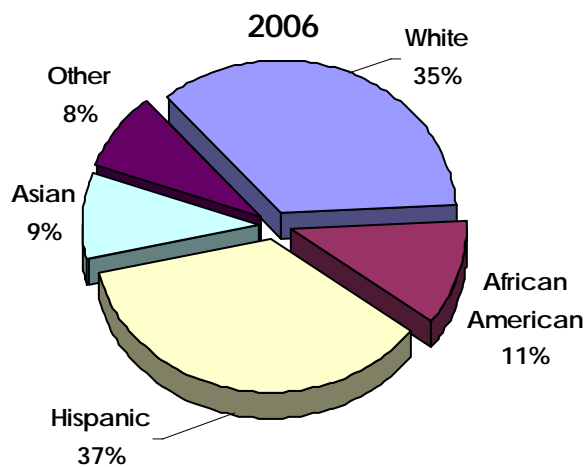
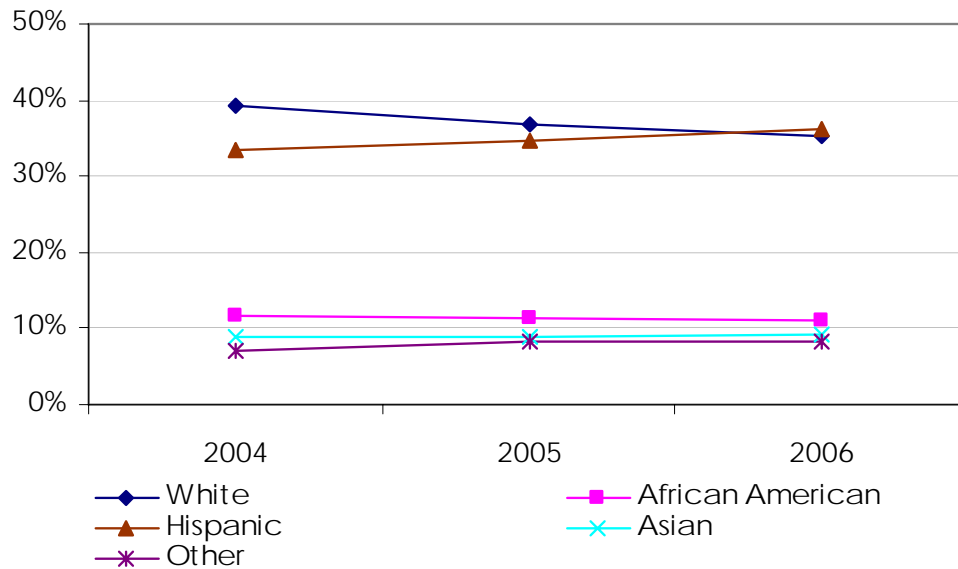


Educational Goal	2004	2005	2006
BA W/AA	8,588	7,285	6,367
BA W/O AA	1,960	1,627	1,402
AA W/O TRANSFER	1,287	1,139	969
2YR VOC DEG WO TRANS	510	441	394
2YR VOC CERT WO TRANS	694	526	493
Program Based Subtotal	13,039	11,018	9,625
	40%	35%	30%
PLANNING IN PROGRESS	724	592	485
NEW CAREER PREP	1,316	1,068	954
UPDATE JOB SKILLS	1,895	1,893	1,905
MAINTAIN CERT OR LIC	336	292	245
ED DEVELOPMENT	915	709	653
IMPROVE BASIC SKILLS	437	385	347
COMPLETE HS CRED OR GED	864	825	784
General Education Subtotal	6,487	5,764	5,373
	20%	18%	17%
UNDECIDED	6,421	5,119	4,256
UNCOLLECTED/UNREPORTED	6,272	9,666	12,506
Undecided Subtotal	12,693	14,785	16,762
	39%	47%	53%
Total	32,219	31,567	31,760

Riverside Community College District Student Demographics

Ethnicity Fall 2004, 2005 & 2006

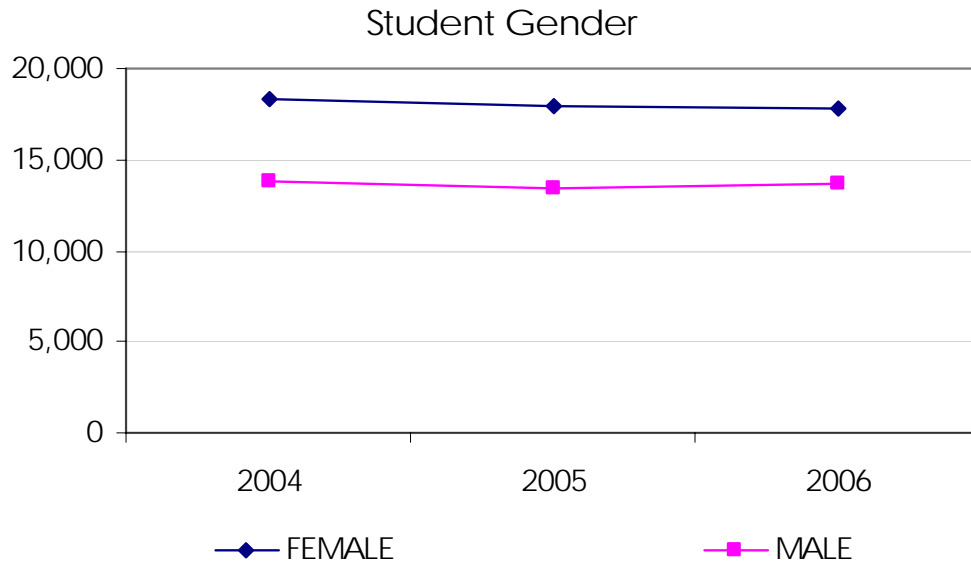
Percent age of Student Ethnicity



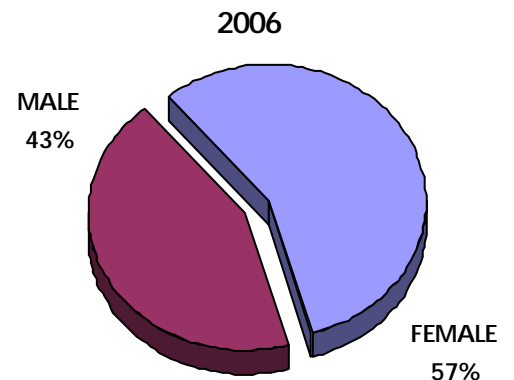
Ethnicity	2004	2005	2006
White	12,610 39%	11,608 37%	11,211 35%
African American	3,713 12%	3,556 11%	3,493 11%
Hispanic	10,739 33%	10,952 35%	11,510 36%
Asian	2,875 9%	2,854 9%	2,895 9%
Other	2,282 7%	2,597 8%	2,651 8%
Total	32,219 100%	31,567 100%	31,760 100%

Riverside Community College District Student Demographics

Gender Fall 2004, 2005 & 2006



Gender	2004	2005	2006
FEMALE	18,334 57%	17,989 57%	17,857 57%
MALE	13,762 43%	13,434 43%	13,699 43%
Total	32,096 100%	31,423 100%	31,556 100%

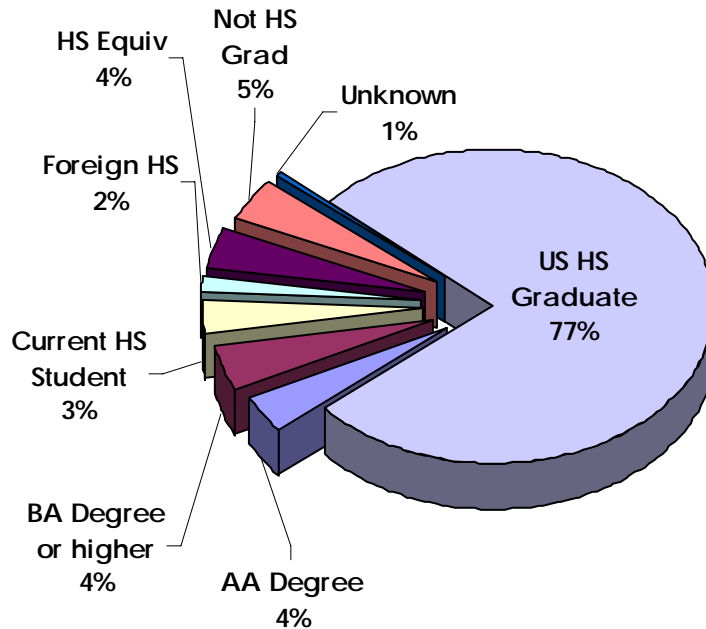


Riverside Community College District Student Demographics

Prior Education

Fall 2004, 2005 & 2006

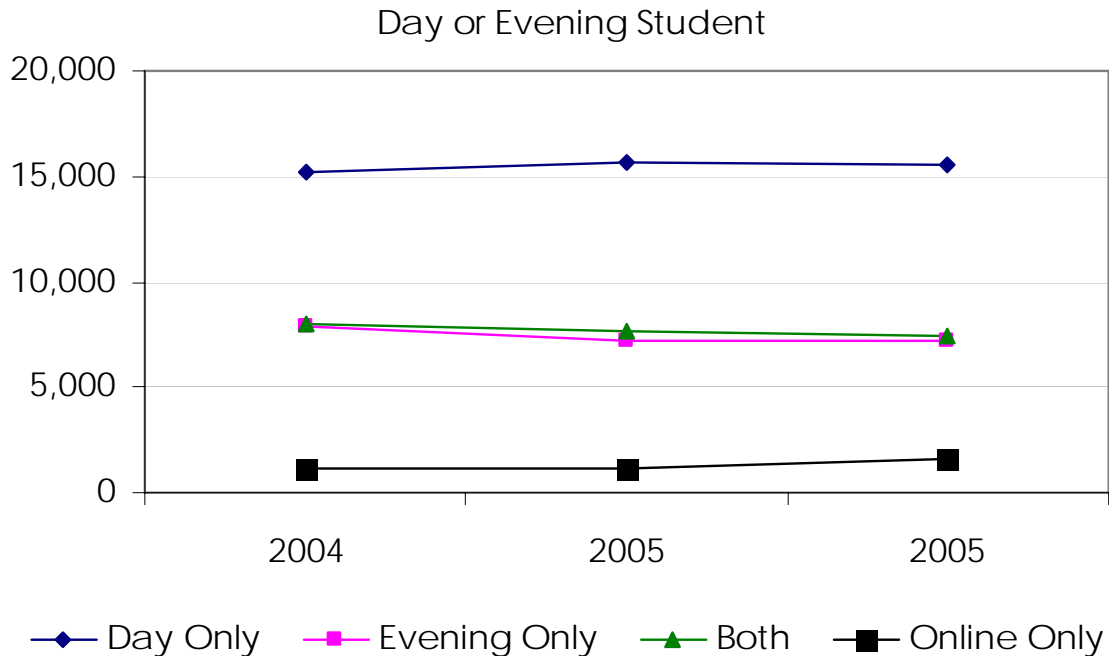
2006



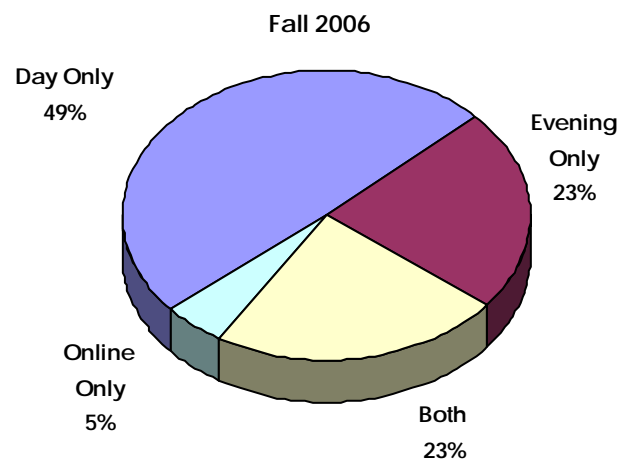
Prior Education	2004	2005	2006
AA Degree	1,085 3%	1,090 3%	1267 4%
BA Degree or higher	1,149 4%	1,206 4%	1428 4%
Concurrent HS Student	862 3%	848 3%	1079 3%
Foreign HS Graduate	620 2%	556 2%	573 2%
HS Equiv, Prof Cert, etc	1,324 4%	1,180 4%	1258 4%
Not HS Grad	1,477 5%	2,061 7%	1488 5%
Unknown	681 2%	210 1%	163 1%
US HS Graduate	25,030 78%	24,445 77%	24518 77%
Total	32,228 100%	31,596 100%	31,774 100%

Riverside Community College District Student Demographics

Day or Evening Fall 2004, 2005 & 2006

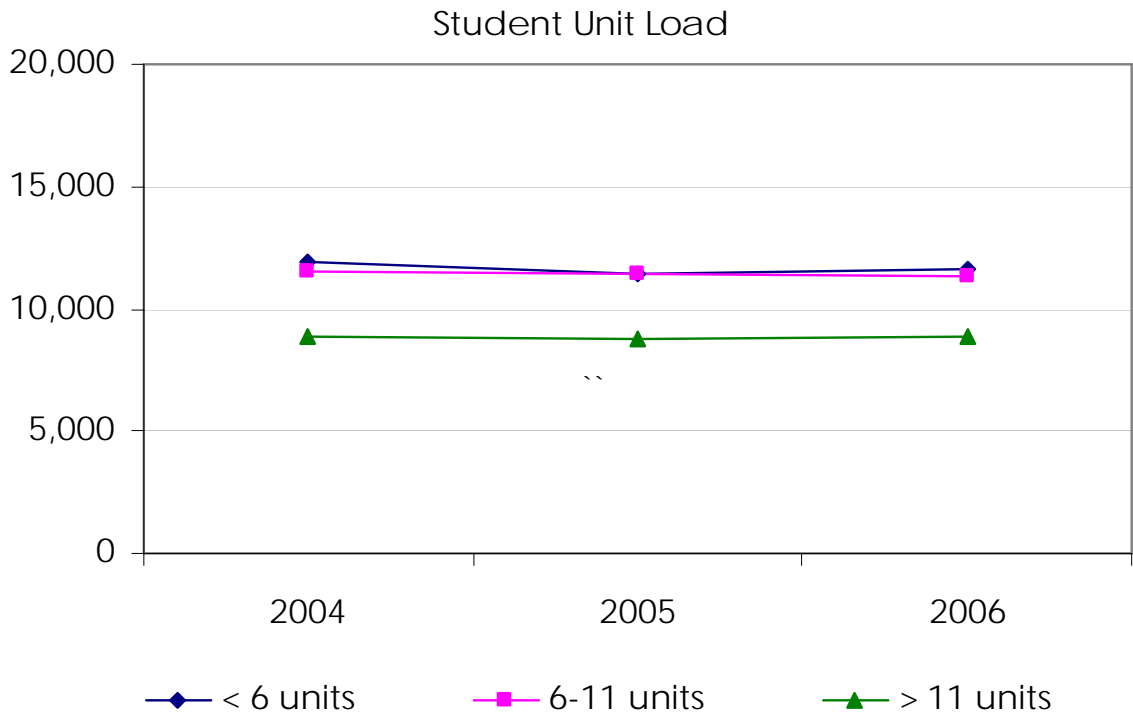


Time of Day	2004	2005	2006
Day Only	15,143 47%	15,605 49%	15,588 49%
Evening Only	7,919 25%	7,150 23%	7,212 23%
Both	8,024 25%	7,653 24%	7,412 23%
Online Only	1,142 4%	1,182 4%	1,562 5%
Total	32,228 100%	31,590 100%	31,774 100%

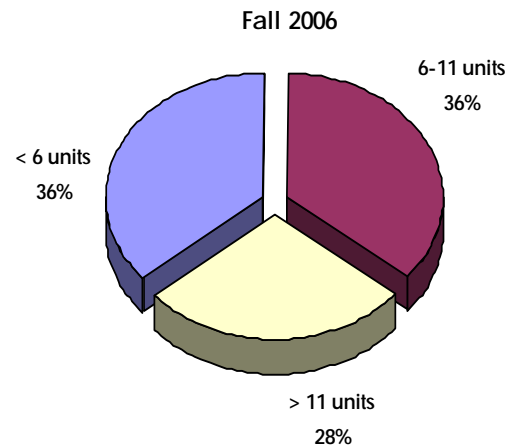


Riverside Community College District Student Demographics

Unit Load Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	11,883 37%	11,411 36%	11,590 36%
6-11 units	11,524 36%	11,428 36%	11,298 36%
> 11 units	8,821 27%	8,756 28%	8,884 28%
Total	32,228 100%	31,595 100%	31,772 100%



Riverside Community College District
Student Outcomes
Retention Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Accounting	865	77.5%
Administration of Justice	2858	96.7%
Air Conditioning / Refrig.	125	92.8%
American Sign Language	395	88.4%
Anatomy & Physiology	774	82.6%
Anthropology	971	88.5%
Arabic	63	92.1%
Architecture	56	96.4%
Art	1457	90.0%
Astronomy	342	82.7%
Automotive Body	121	91.7%
Automotive Technology	416	95.2%
Biology	1001	80.8%
Business Administration	1560	85.9%
Chemistry	962	85.6%
Chinese	39	89.7%
Community Interpretation	87	92.0%
Computer Applications	1050	88.5%
Computer Information Systems	2821	87.0%
Construction	223	96.9%
Cosmetology	365	98.1%
Culinary Arts	173	97.7%
Dance	814	84.3%
Dental Assisting	42	100.0%
Dental Hygiene	266	93.2%
Dental Technology	51	96.1%

Riverside Community College District
 Student Outcomes
Retention Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Retention Rates
Early Childhood Studies	1366	92.8%
Economics	808	83.3%
Education	158	85.4%
Electronics	42	85.7%
Emergency Medical Services	339	93.2%
Engineering	352	86.1%
English	8357	86.8%
English as a Second Language	1117	93.5%
Fire Technology	1296	99.0%
French	129	79.1%
Geography	866	86.1%
Geology	204	85.3%
German	34	88.2%
Graphics Technology	258	89.5%
Guidance	1397	90.8%
Health Sciences	1988	90.4%
Healthcare Technician	51	92.2%
History	2748	83.8%
Human Services	157	87.9%
Humanities	786	84.0%
Italian	82	84.1%
Japanese	170	86.5%
Journalism	124	82.3%
Library	113	82.3%

Riverside Community College District
Student Outcomes
**Retention Rates, Disciplines M-Z
Fall 2006**

Discipline	Enrolled Spaces	Retention Rates
Machine Shop	13	92.3%
Management	254	85.4%
Manufacturing Technology	23	95.7%
Marketing	170	89.4%
Math	9621	82.4%
Medical Assisting	262	87.4%
Microbiology	284	78.9%
Military Science	18	88.9%
Music	2186	90.1%
Nursing Practice	18	100.0%
Oceanography	106	84.0%
Paralegal Studies	120	88.3%
Philosophy	1110	85.8%
Photography	265	78.1%
Physical Education	4276	89.9%
Physical Sciences	193	87.0%
Physician's Assistant	160	96.9%
Physics	457	82.9%
Political Science	1436	84.3%
Psychology	3177	85.1%
Reading	1282	85.3%
Real Estate	494	91.1%
Registered Nursing	827	99.0%
Sociology	2212	89.6%
Spanish	1052	83.9%
Speech	2137	87.4%
Telecommunications	311	88.4%
Theatre	643	92.7%
Vocational Nursing	288	91.3%
Welding	160	90.6%
Work Experience	160	87.5%
Grand Total	74554	87.4%

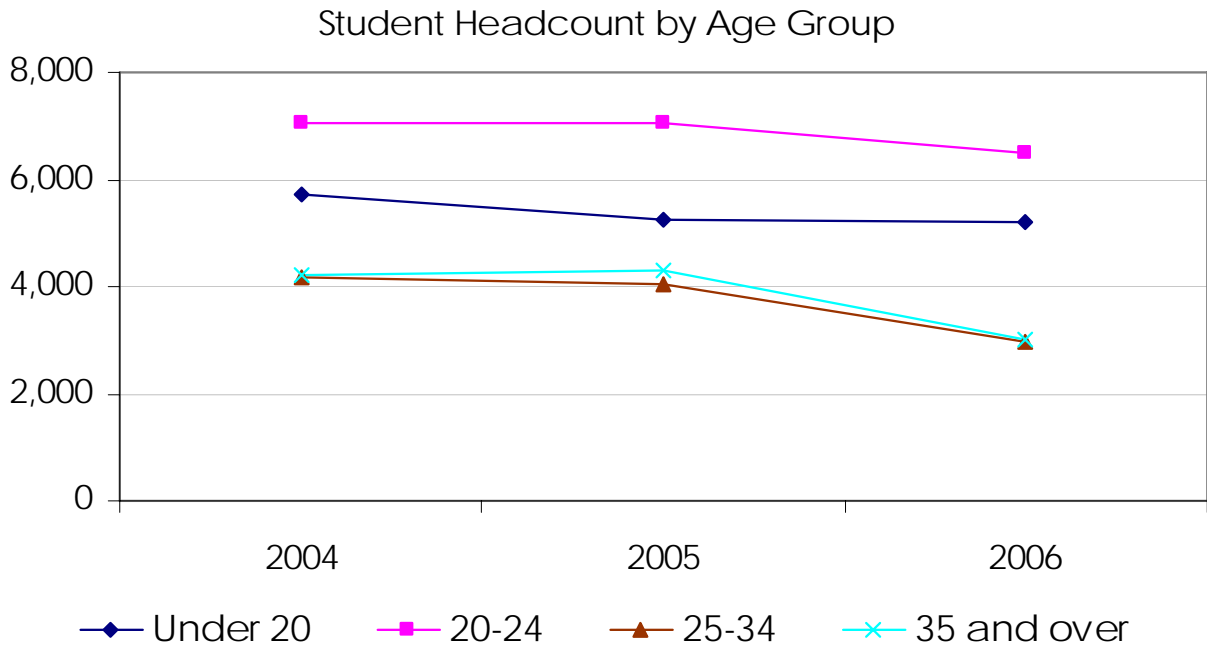
Riverside Campus Student Outcomes

Retention Rates, All Disciplines Fall 2006

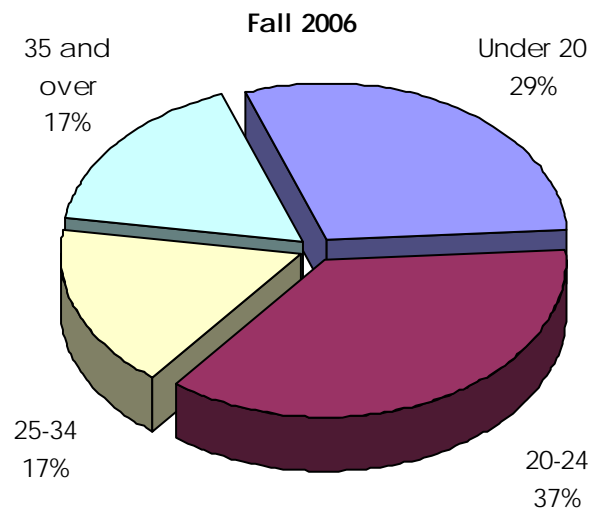
Enrolled Spaces	Discipline	Retention Rates	Enrolled Spaces	Discipline	Retention Rates
405	Accounting	78.0%	427	Humanities	81.3%
400	Administration of Justice	84.8%	82	Italian	84.1%
125	Air Conditioning / Refrig.	92.8%	138	Japanese	91.3%
313	American Sign Language	86.9%	73	Journalism	83.6%
246	Anatomy & Physiology	86.2%	113	Library	82.3%
411	Anthropology	84.7%	108	Management	88.9%
37	Arabic	89.2%	1	Manufacturing Technolog	100.0%
887	Art	89.6%	91	Marketing	85.7%
318	Astronomy	82.4%	4,661	Math	79.7%
121	Automotive Body	91.7%	113	Microbiology	77.9%
416	Automotive Technology	95.2%	18	Military Science	88.9%
526	Biology	78.5%	1,760	Music	89.9%
732	Business Administration	83.9%	18	Nursing Practice	100.0%
651	Chemistry	85.1%	106	Oceanography	84.0%
39	Chinese	89.7%	120	Paralegal Studies	88.3%
659	Computer Applications	86.8%	603	Philosophy	80.4%
1,588	Computer Information Systems	86.0%	252	Photography	77.0%
365	Cosmetology	98.1%	2,650	Physical Education	89.5%
173	Culinary Arts	97.7%	114	Physical Sciences	85.1%
647	Dance	83.0%	299	Physics	79.3%
630	Early Childhood Studies	89.8%	599	Political Science	80.1%
453	Economics	82.1%	1,454	Psychology	84.7%
91	Education	84.6%	750	Reading	83.7%
3	Engineering	100.0%	152	Real Estate	90.1%
4,347	English	85.9%	827	Registered Nursing	99.0%
707	English as a Second Language	93.8%	1,222	Sociology	89.8%
95	French	74.7%	631	Spanish	81.0%
317	Geography	87.4%	1,100	Speech	87.7%
204	Geology	85.3%	311	Telecommunications	88.4%
34	German	88.2%	427	Theatre	92.3%
258	Graphics Technology	89.5%	288	Vocational Nursing	91.3%
814	Guidance	89.2%	160	Welding	90.6%
896	Health Sciences	92.0%	80	Work Experience	83.8%
1,388	History	79.9%	39,044	Grand Total	85.9%

*Administration of Justice includes classes at Ben Clark Training Center.

Riverside City Campus Student Demographics Age Groups Fall 2004, 2005 & 2006

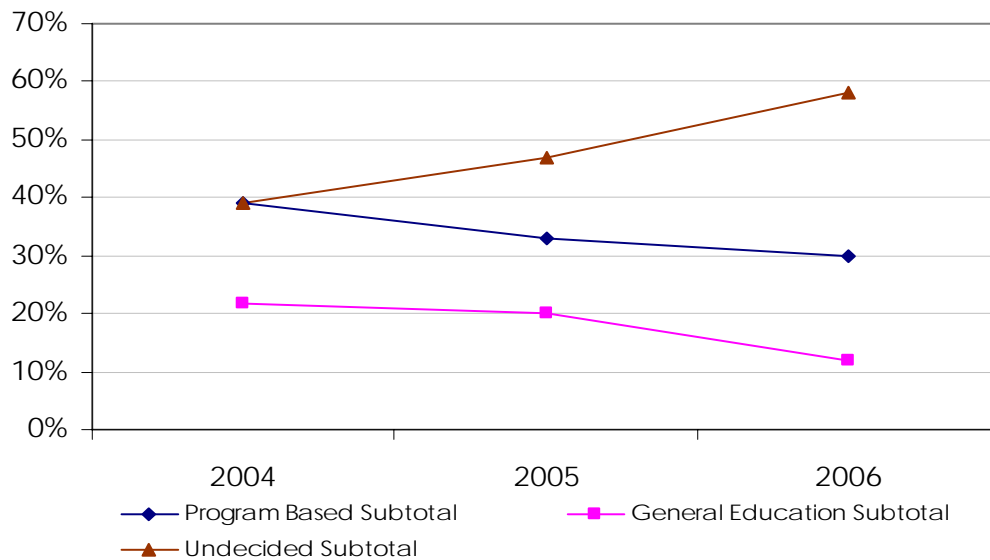


Age Groups	2004	2005	2006
Under 20	5,707 27%	5,232 25%	5,186 29%
20-24	7,069 33%	7,052 34%	6,506 37%
25-34	4,160 20%	4,050 20%	2,964 17%
35 and over	4,198 20%	4,302 21%	3,000 17%
Total	21,134 100%	20,636 100%	17,656 100%

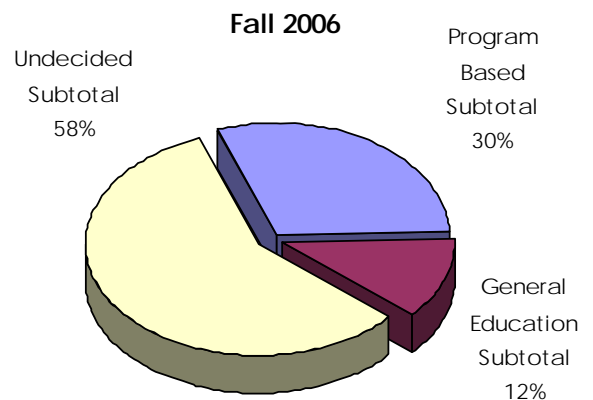


Riverside City Campus Student Demographics Educational Goal Fall 2004, 2005 & 2006

Student Percentage by Educational Goal



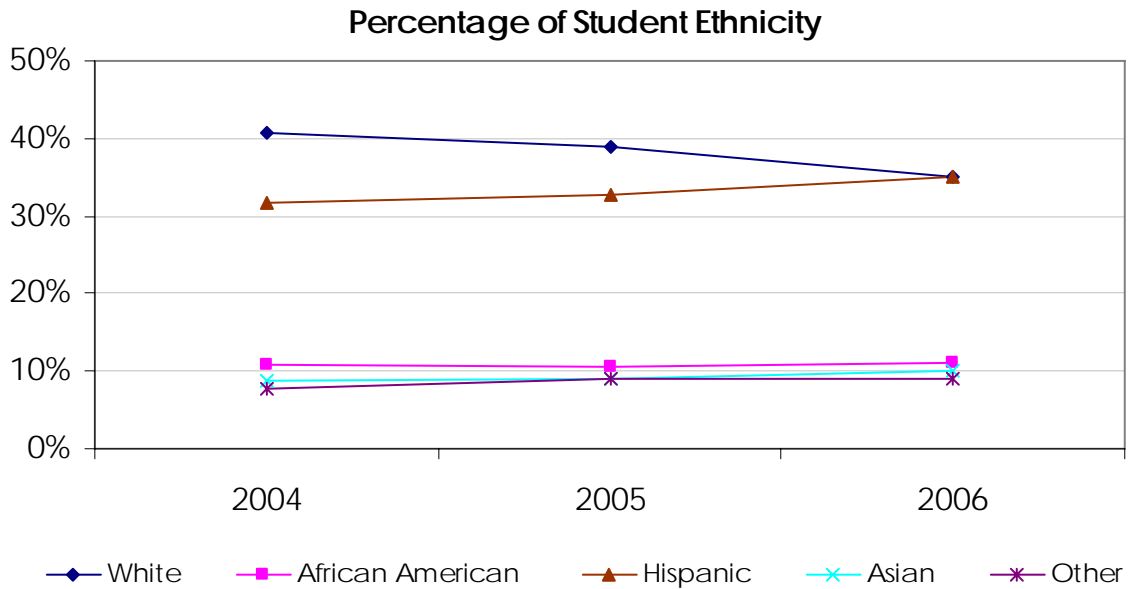
Educational Goal	2004	2005	2006
BA W/AA	5,407	4,435	3,493
BA W/O AA	1,298	1,043	876
AA W/O TRANSFER	819	703	506
2YR VOC DEG WO TRANS	309	287	241
2YR VOC CERT WO TRANS	458	354	216
Program Based Subtotal	8,291	6,822	5,332
	39%	33%	30%
PLANNING IN PROGRESS	473	383	274
NEW CAREER PREP	911	747	409
UPDATE JOB SKILLS	1,560	1,663	232
MAINTAIN CERT OR LIC	201	168	111
ED DEVELOPMENT	638	480	398
IMPROVE BASIC SKILLS	267	213	176
COMPLETE HS CRED OR GED	560	516	490
General Education Subtotal	4,610	4,170	2,090
	22%	20%	12%
UNDECIDED	4,072	3,157	2,297
UNCOLLECTED/UNREPORTED	4,170	6,511	7,937
Undecided Subtotal	8,242	9,668	10,234
	39%	47%	58%
Total	21,143	20,660	17,656



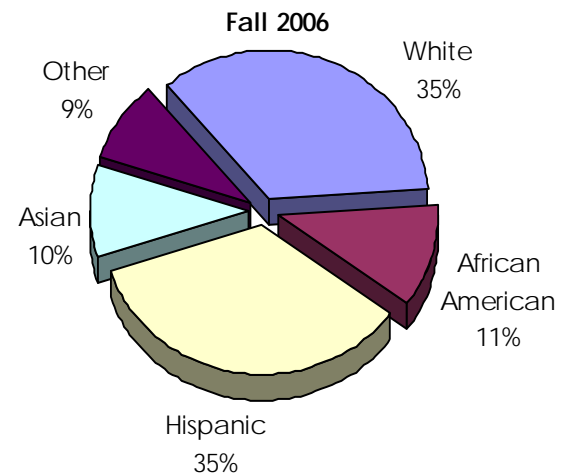
Riverside City Campus Student Demographics

Ethnicity

Fall 2004, 2005 & 2006



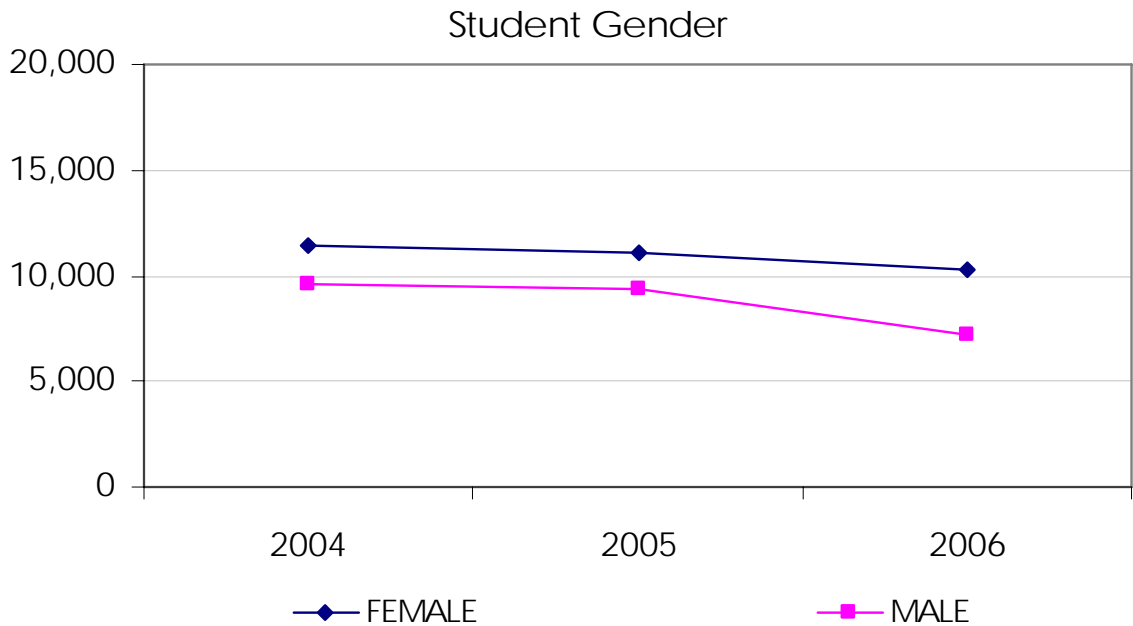
Ethnicity	2004	2005	2006
White	8,631 41%	7,963 39%	6,207 35%
African American	2,293 11%	2,205 11%	1,920 11%
Hispanic	6,724 32%	6,742 33%	6,139 35%
Asian	1,863 9%	1,885 9%	1,781 10%
Other	1,623 8%	1,841 9%	1,609 9%
Total	21,134 100%	20,636 100%	17,656 100%



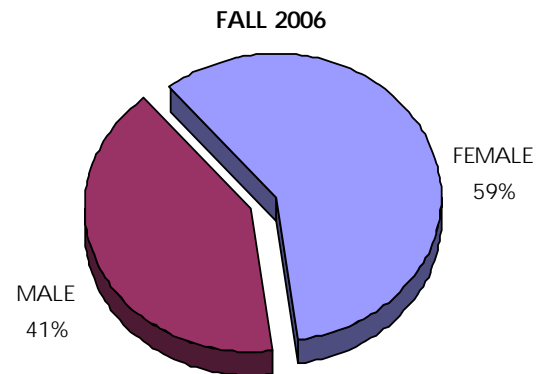
Riverside City Campus Student Demographics

Gender

Fall 2004, 2005 & 2006

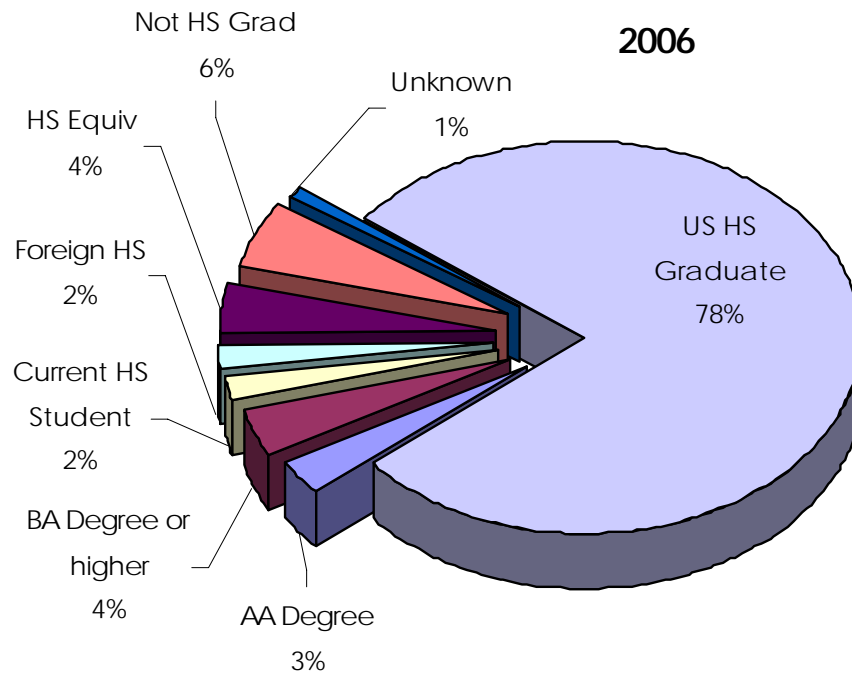


Gender	2004	2005	2006
FEMALE	11,423 <i>54%</i>	11,139 <i>54%</i>	10,304 <i>59%</i>
MALE	9,624 <i>46%</i>	9,411 <i>46%</i>	7,210 <i>41%</i>
Total	21,047 <i>100%</i>	20,550 <i>100%</i>	17,514 <i>100%</i>



Riverside City Campus Student Demographics

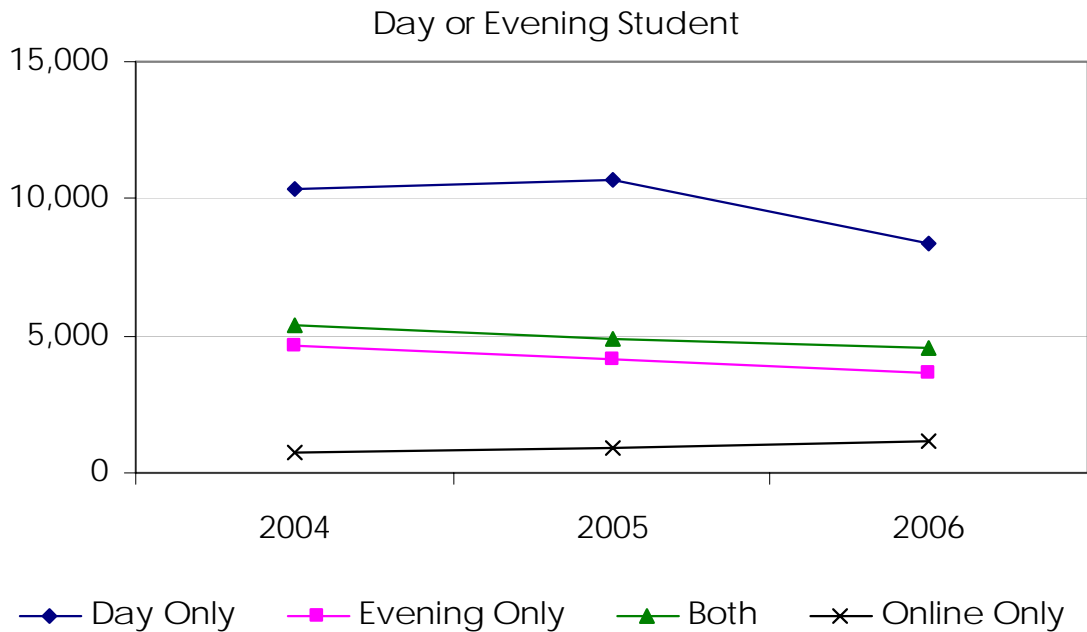
Educational Attainment Fall 2004, 2005 & 2006



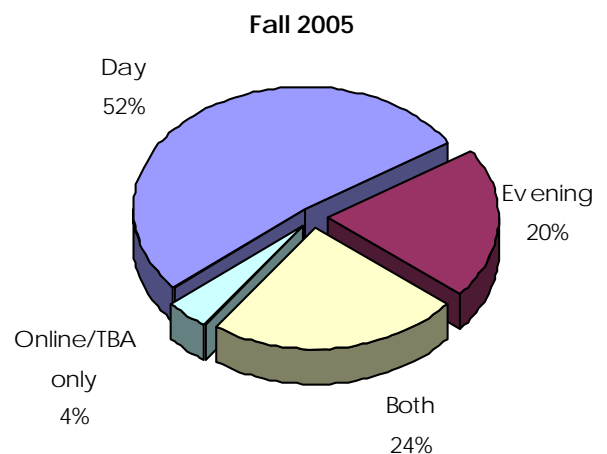
Prior Education	2004	2005	2006
AA Degree	746	743	563
	4%	4%	3%
BA Degree or higher	855	915	649
	4%	4%	4%
Concurrent HS Student	486	399	359
	2%	2%	2%
Foreign HS Graduate	405	350	333
	2%	2%	2%
HS Equiv, Prof Cert, etc	884	763	730
	4%	4%	4%
Not HS Grad	1,008	1,547	993
	5%	7%	6%
Unknown	551	200	144
	3%	1%	1%
US HS Graduate	16,208	15,743	13,895
	77%	76%	79%
Total	21,143	20,660	17,666
	100%	100%	100%

Riverside City Campus Student Demographics

Day or Evening Student Fall 2004, 2005 & 2006



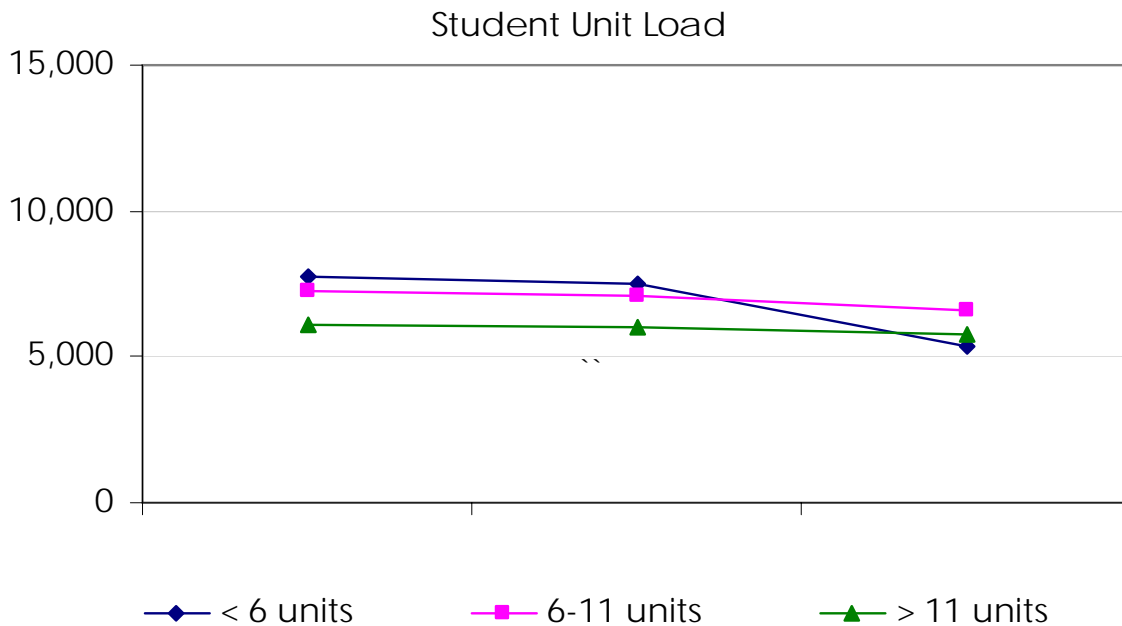
Time of Day	2004	2005	2006
Day Only	10,334 49%	10,725 52%	8359 47%
Evening Only	4,658 22%	4,128 20%	3648 21%
Both	5,375 25%	4,920 24%	4527 26%
Online only	776 4%	887 4%	1133 6%
Total	21,143 100%	20,660 100%	17,667 100%



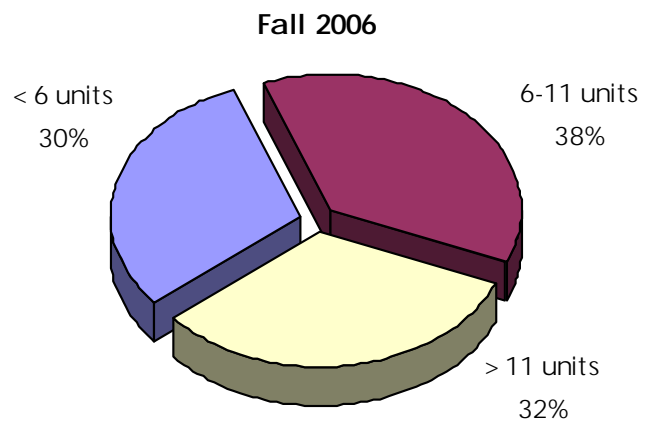
Riverside City Campus Student Demographics

Unit Load

Fall 2004, 2005 & 2006



Student Load	2004	2005	2006
< 6 units	7,768 37%	7,541 37%	5,336 30%
6-11 units	7,239 34%	7,102 34%	6,591 37%
> 11 units	6,136 29%	6,017 29%	5,739 32%
Total	21,143 100%	20,660 100%	17,666 100%



Riverside Community College District
Student Outcomes
Success Rates, Disciplines A-D
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Accounting	865	47.7%
Administration of Justice	2,858	91.3%
Air Conditioning / Refrig.	125	74.4%
American Sign Language	395	69.1%
Anatomy & Physiology	774	68.0%
Anthropology	971	74.4%
Arabic	63	66.7%
Architecture	56	82.1%
Art	1,457	74.2%
Astronomy	342	52.3%
Automotive Body	121	83.5%
Automotive Technology	416	80.5%
Biology	1,001	59.2%
Business Administration	1,560	63.8%
Chemistry	962	71.7%
Chinese	39	82.1%
Community Interpretation	87	78.2%
Computer Applications	1,050	54.6%
Computer Information Systems	2,821	54.7%
Construction	223	84.3%
Cosmetology	365	89.3%
Culinary Arts	173	82.1%
Dance	814	69.9%
Dental Assisting	42	95.2%
Dental Hygiene	266	89.8%
Dental Technology	51	92.2%

Riverside Community College District
Student Outcomes
Success Rates, Disciplines E-L
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Early Childhood Studies	1,366	74.5%
Economics	808	57.3%
Education	158	71.5%
Electronics	42	66.7%
Emergency Medical Services	339	69.6%
Engineering	352	70.5%
English	8,357	65.5%
English as a Second Language	1,117	73.1%
Fire Technology	1,296	94.7%
French	129	55.8%
Geography	866	66.2%
Geology	204	70.1%
German	34	58.8%
Graphics Technology	258	80.6%
Guidance	1,397	70.4%
Health Sciences	1,988	66.4%
Healthcare Technician	51	86.3%
History	2,748	57.1%
Human Services	157	86.0%
Humanities	786	66.2%
Italian	82	70.7%
Japanese	170	68.2%
Journalism	124	66.1%
Library	113	58.4%

Riverside Community College District
Student Outcomes
Success Rates, Disciplines M-Z
Fall 2006

Discipline	Enrolled Spaces	Success Rates
Machine Shop	13	46.2%
Management	254	63.8%
Manufacturing Technology	23	82.6%
Marketing	170	64.7%
Math	9,621	53.5%
Medical Assisting	262	69.8%
Microbiology	284	67.6%
Military Science	18	50.0%
Music	2,186	75.9%
Nursing Practice	18	100.0%
Oceanography	106	67.0%
Paralegal Studies	120	70.0%
Philosophy	1,110	60.3%
Photography	265	65.3%
Physical Education	4,276	81.8%
Physical Sciences	193	58.5%
Physician's Assistant	160	86.3%
Physics	457	66.7%
Political Science	1,436	60.6%
Psychology	3,177	56.2%
Reading	1,282	63.7%
Real Estate	494	67.8%
Registered Nursing	827	83.1%
Sociology	2,212	65.6%
Spanish	1,052	70.7%
Speech	2,137	67.8%
Telecommunications	311	64.0%
Theatre	643	76.0%
Vocational Nursing	288	69.1%
Welding	160	71.9%
Work Experience	160	77.5%
Grand Total	74,554	66.8%

Riverside Campus Student Outcomes

Success Rates, All Disciplines Fall 2006

Enrolled Spaces	Discipline	Success Rates	Enrolled Spaces	Discipline	Success Rates
405	Accounting	46.4%	427	Humanities	59.5%
400	Administration of Justice	65.5%	82	Italian	70.7%
125	Air Conditioning / Refrig.	74.4%	138	Japanese	73.2%
313	American Sign Language	67.4%	73	Journalism	69.9%
246	Anatomy & Physiology	69.1%	113	Library	58.4%
411	Anthropology	70.6%	108	Management	72.2%
37	Arabic	62.2%	1	Manufacturing Technology	100.0%
887	Art	72.0%	91	Marketing	67.0%
318	Astronomy	50.0%	4,661	Math	46.1%
121	Automotive Body	83.5%	113	Microbiology	58.4%
416	Automotive Technology	80.5%	18	Military Science	50.0%
526	Biology	54.0%	1,760	Music	76.5%
732	Business Administration	63.7%	18	Nursing Practice	100.0%
651	Chemistry	69.6%	106	Oceanography	67.0%
39	Chinese	82.1%	120	Paralegal Studies	70.0%
659	Computer Applications	53.6%	603	Philosophy	50.1%
1,588	Computer Information Systems	52.2%	252	Photography	64.3%
365	Cosmetology	89.3%	2,650	Physical Education	82.4%
173	Culinary Arts	82.1%	114	Physical Sciences	44.7%
647	Dance	70.0%	299	Physics	58.9%
630	Early Childhood Studies	69.5%	599	Political Science	61.8%
453	Economics	50.6%	1,454	Psychology	51.9%
91	Education	68.1%	750	Reading	60.8%
3	Engineering	100.0%	152	Real Estate	65.1%
4,347	English	63.5%	827	Registered Nursing	83.1%
707	English as a Second Language	72.7%	1,222	Sociology	65.6%
95	French	47.4%	631	Spanish	69.3%
317	Geography	72.6%	1,100	Speech	66.1%
204	Geology	70.1%	311	Telecommunications	64.0%
34	German	58.8%	427	Theatre	72.6%
258	Graphics Technology	80.6%	288	Vocational Nursing	69.1%
814	Guidance	66.0%	160	Welding	71.9%
896	Health Sciences	58.1%	80	Work Experience	73.8%
1,388	History	45.6%			
			39,044	Grand Total	63.1%

*Administration of Justice includes classes at Ben Clark Training Center.

Riverside City Campus Student Outcomes

Fall-to-Fall Persistence Rates Fall 2003, 2004 & 2005

**Riverside Fall to Fall Persistence Rates,
2003, 2004, and 2005**



	Attended First Fall	Attended Next Fall	Persistence Rate
Fall 2003	20,905	7,682	36.7%
Fall 2004	21,413	7,549	35.3%
Fall 2005	20,660	6,782	32.8%

Fall to fall Persistence Rate for Riverside City is the percent of any students taking at least one course at the Riverside City Campus during a Fall semester and then subsequently taking at least one course at Riverside City Campus in the following fall semester.

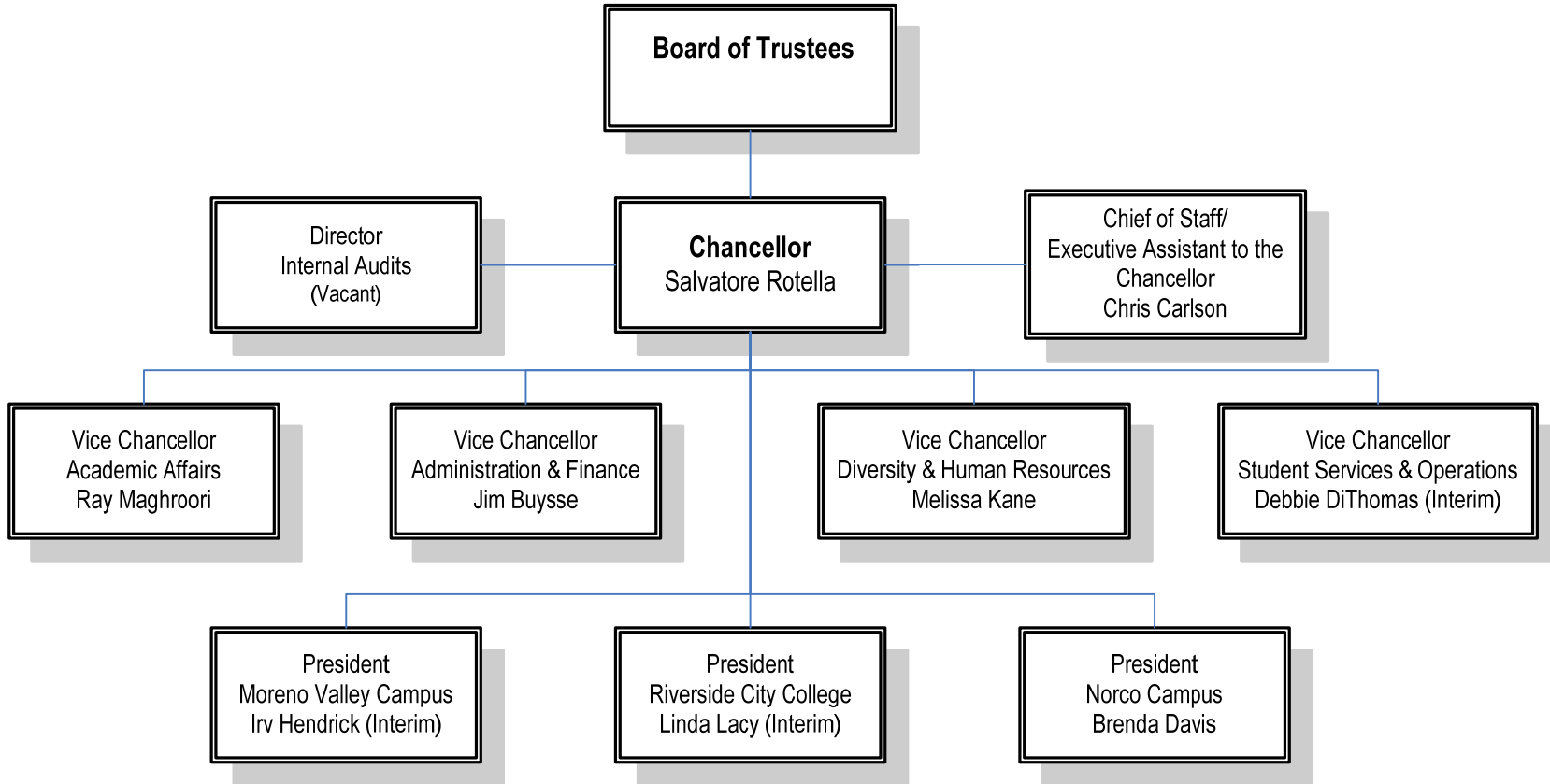
Appendix B





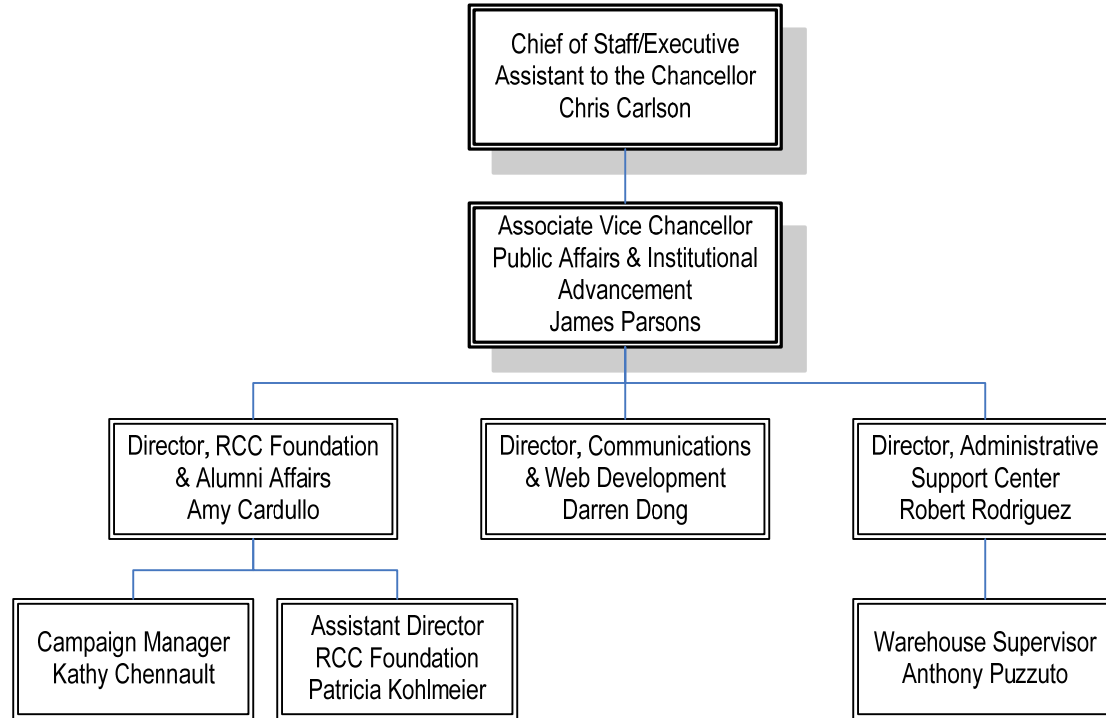
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chancellor's Office



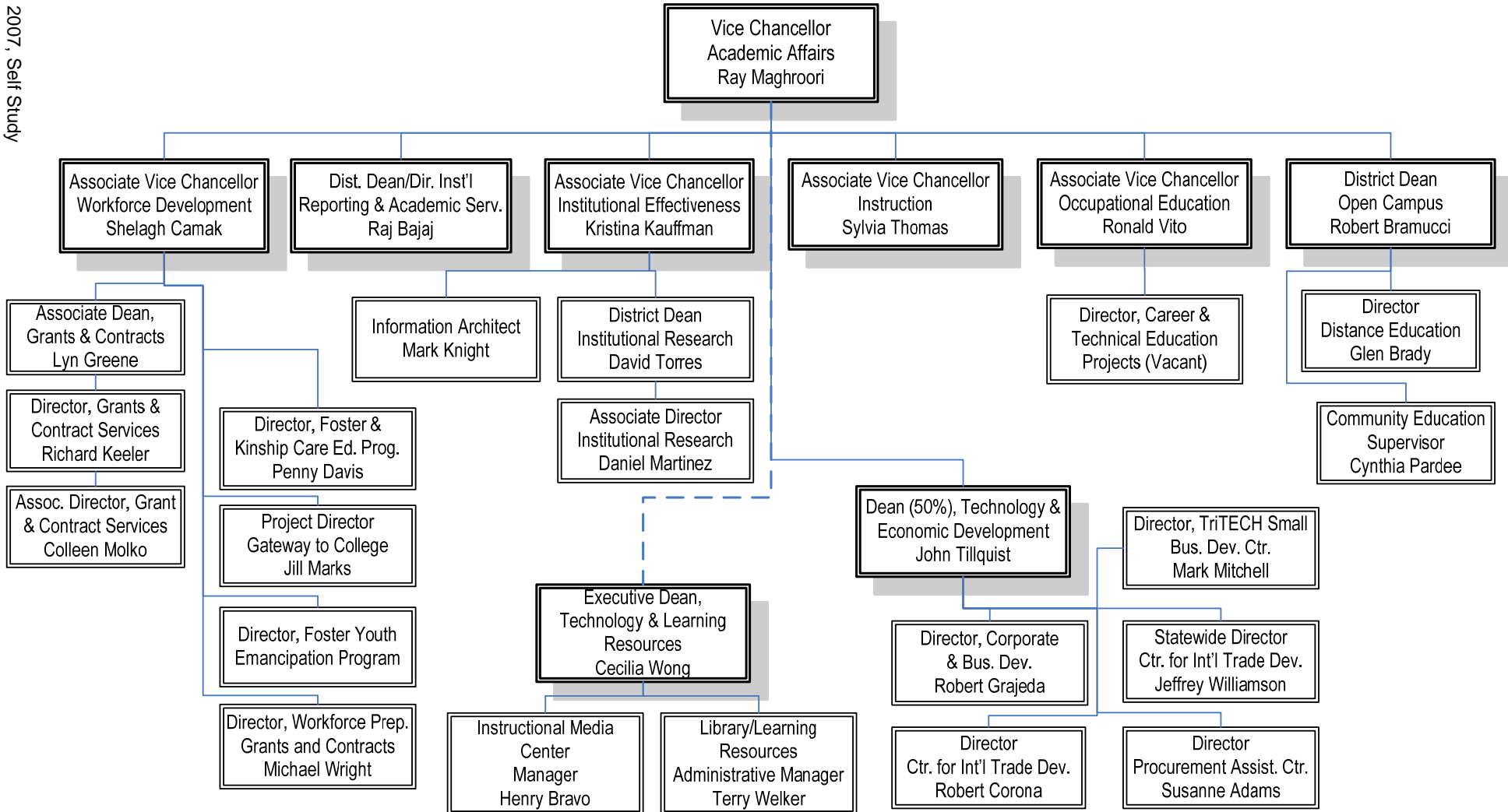
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Chief of Staff



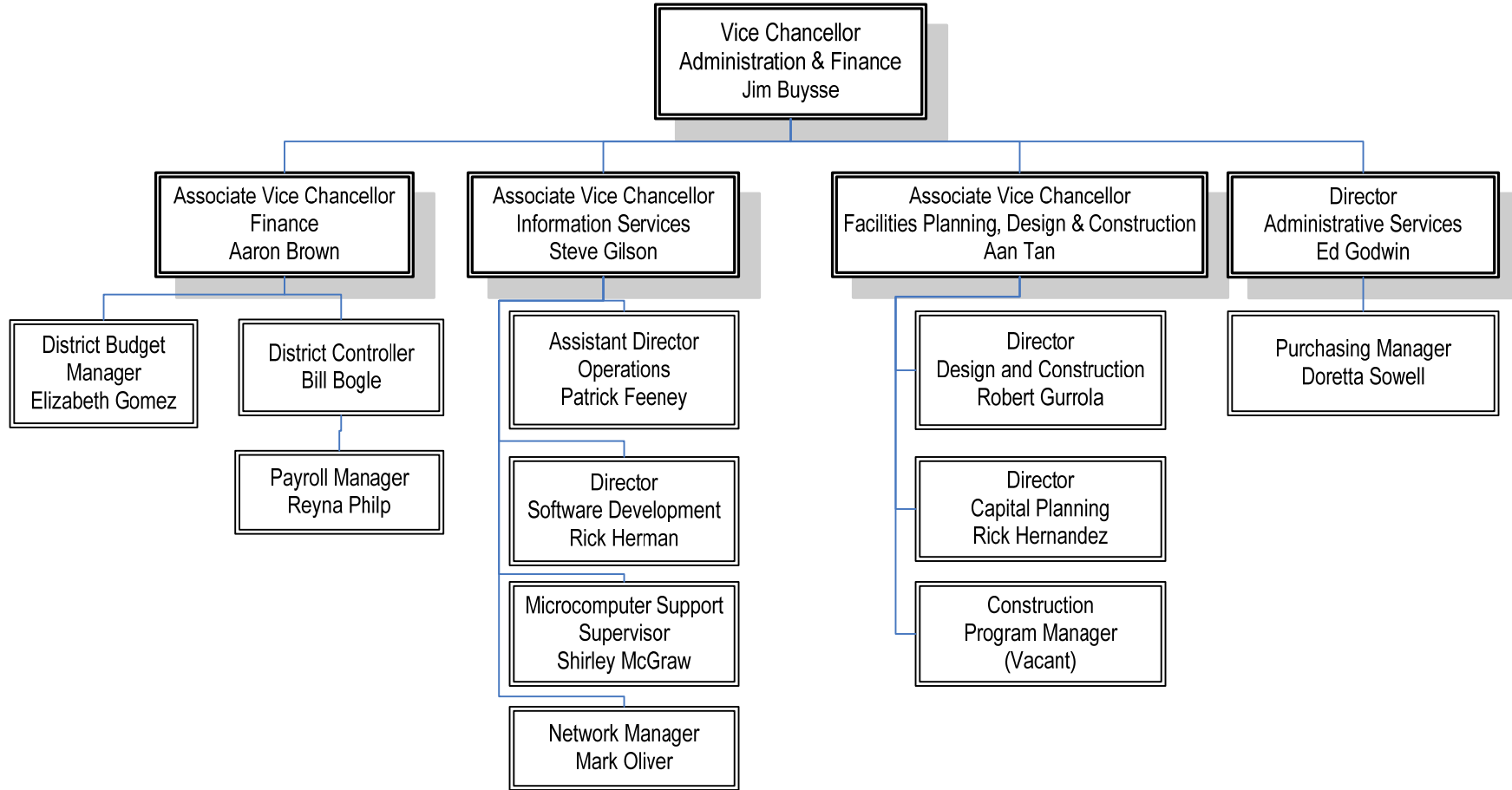
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Academic Affairs



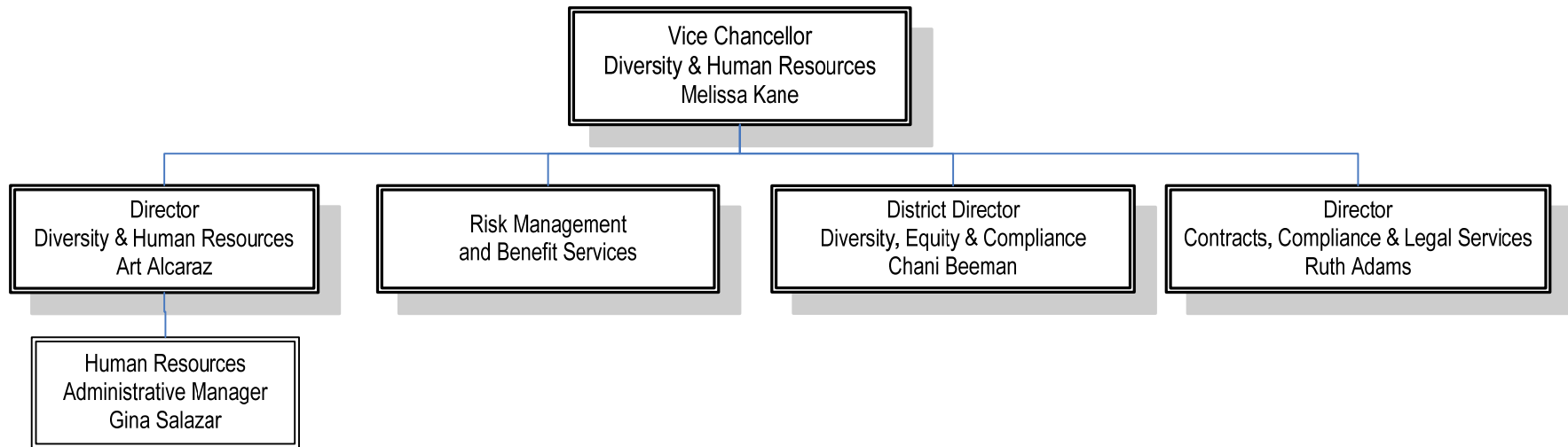
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Administration & Finance



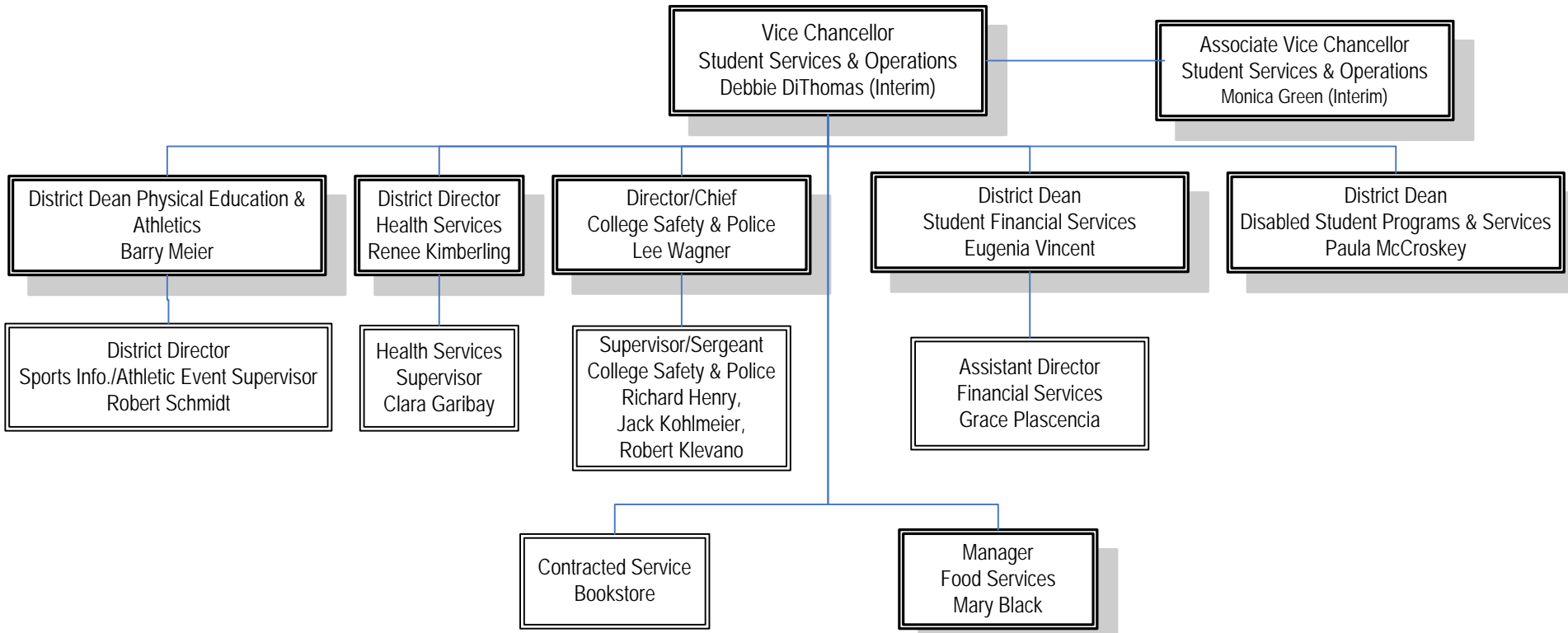
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Diversity & Human Resources



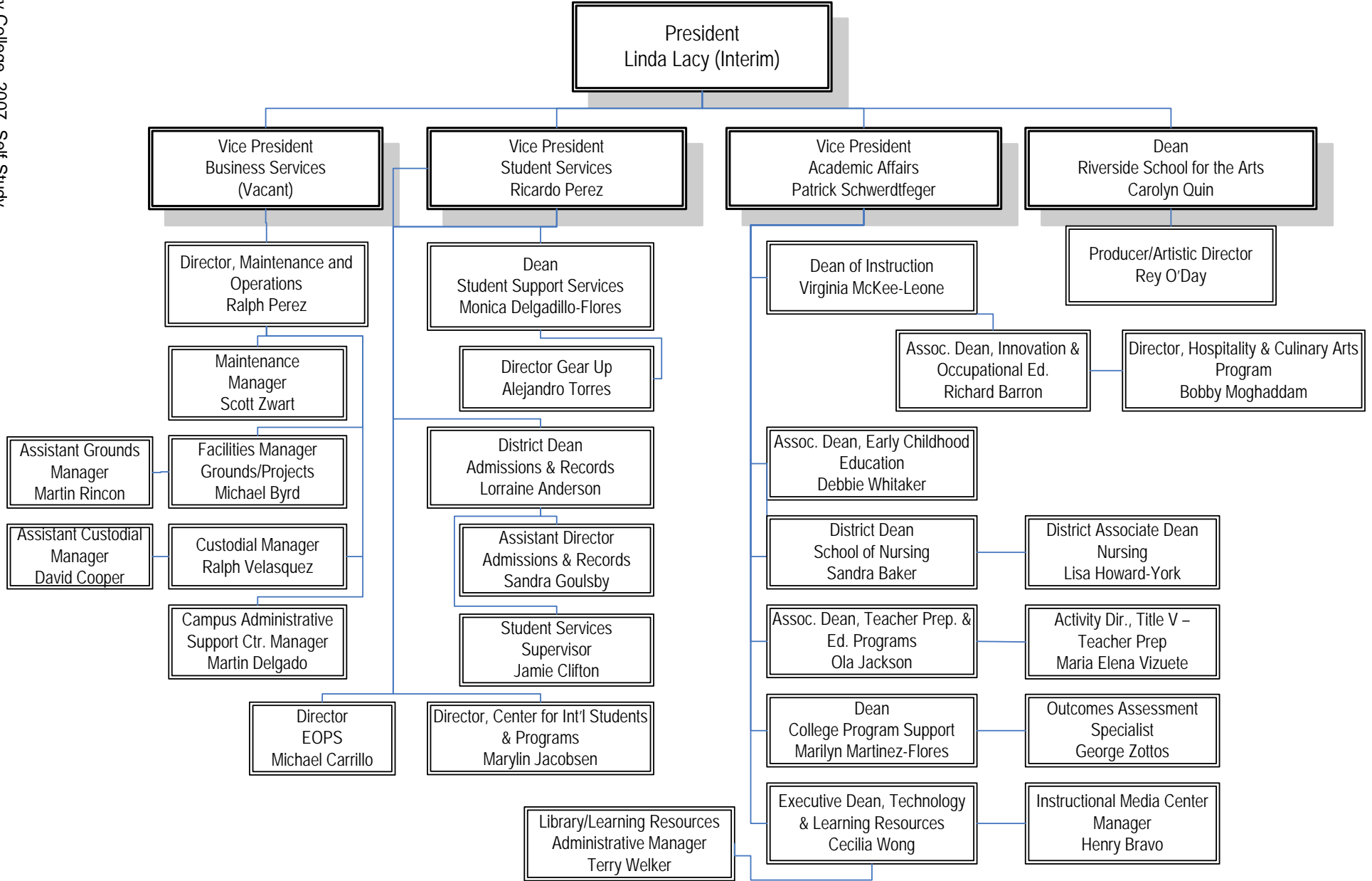
RIVERSIDE COMMUNITY COLLEGE DISTRICT

Student Services & Operations



RIVERSIDE COMMUNITY COLLEGE DISTRICT

Riverside City College



Appendix C





DISTRICT-COLLEGE FUNCTIONS MAPS

Function #1: Academic Affairs

Function	District	College
1. Academic Information Architecture and Web Services	<ul style="list-style-type: none"> • Directs web policies, practices, and procedures related to academic websites • Manages academic web servers • Oversees system management tasks • Assists academic departments and programs, and individual faculty in the development of websites • Researches, tests, and implements new web-based technologies. • Ensures that accessibility standards for the disabled are met (federal, state, and district levels) • Manages online accreditation materials and accreditation portal system • Publishes district Academic Affairs information 	<ul style="list-style-type: none"> • Provides training and assistance to faculty in web development and design
2. Assessment of Courses and Programs	The District Assessment Committee, (DAC), in collaboration with the District Program Committee, provides training in assessment and assists instructional and non-instructional programs in the development of program-based assessment.	Discipline faculty on each campus create and implement appropriate course and classroom-based assessment and use the results to inform succeeding discipline program reviews as well as for improvement in student learning and instructional effectiveness.
3. Child Development Centers	<ul style="list-style-type: none"> • Monitors regulations for operation of centers • Monitors enrollments in relation to contract awards for state funding • Maintains all records and reporting requirements for personnel, financial, grant, state and federal agencies • Facilitate outreach/marketing plan for all centers • Collaborates with other divisions/departments • Facilitates supervision of all staff (management, certificated, classified) at all centers as needed by the campuses 	<ul style="list-style-type: none"> • Provides oversight for operation of college based center • Refers students for service at the center • Coordinates services for special classes of students such as CalWORKS • Provides maintenance for physical environment • Facilitates integration between Center and the related academic departments • Provides direct services to students and children • Supervises all staff (management, certificated, classified) at college center
4. Community Services	<ul style="list-style-type: none"> • Provides a fee-based, self-supporting, not-for-credit program of educational and recreational class offerings for residents of the District • Produces, publishes, and distributes Community Education class brochures and other program marketing pieces • Develops program offerings with broad-based appeal to District residents as well as targeting more specific needs • Fosters partnerships with various programs and department within the District • Serves as a marketing tool for entry into college credit and non-credit programs; raises community awareness 	<p>Classes and programs offered through Community Education are made available to each college and off-site center within the District, with the goals of:</p> <ul style="list-style-type: none"> • Serving the continuing education and life enrichment needs of the residents of the college communities • Serving the needs of the residents in the college communities in order to build loyalty for the colleges and cause them to be viewed in a positive light by voting citizens other than students enrolled in credit classes

Function #1

Function	District	College
5. Contracts, Agreements and Memoranda of Understanding (Faculty Bargaining Unit)	<p>The Agreement between the District and the Faculty Association is negotiated on behalf of the Board of Trustees by the Administration and the faculty bargaining unit for the District Faculty Association CCA/CTA/NEA. It is approved by both the Faculty Association membership and the Board of Trustees. The District:</p> <ul style="list-style-type: none"> • Conducts negotiations on successor agreements or reopeners with RCCD Faculty Association • Communicates new provisions to staff • Sunshines district proposal for contract with Faculty Association • Administers union contract • Assists in the development of MOU/ MOA as appropriate • Reviews all contracts between the District and outside entities dealing with Academic Affairs or Student Services related matters • Prepares and/or reviews and agendas all Board reports for Academic Affairs and Student Services 	
6. Course Scheduling	<ul style="list-style-type: none"> • Sets FTE and approximate course section targets for each college • Establishes time patterns for scheduling classes • Facilitates and oversees the production of the schedule for each college • Ensures that the schedules for each of the colleges are produced in a timely manner in conformance with pre-set deadlines for submission, proofing, printing and distribution 	<ul style="list-style-type: none"> • Class schedules are developed by each department in collaboration with the Dean of Instruction and the CIO • Some disciplines collaborate to insure that course offerings are balanced across the district • The college CIO, deans and department chairs develop a schedule of classes that meets the FTES goals of the college/district in a productive and efficient manner
7. Data Reporting & Enrollment Management	<p><i>Reporting:</i></p> <ul style="list-style-type: none"> • Apportionment attendance report and apprenticeship attendance report four times annually • Establishes standard procedures; obtains certification for reporting District's Full Time obligation to the state • Standard procedures and reports to the State Chancellor's office • Efficiency measures, analysis, historical performance trends, and external influences on enrollment; projections compared to the annual budget goal • Monitors and evaluates the accountability of the District (AB1417) or standards developed by the State Chancellor's Office • Develops and maintains data repositories • Website for Institutional Data Reporting • Institutional Data district-wide • Facilities and Planning - long range forecasting 	<ul style="list-style-type: none"> • Develops goals and targets for FTES and section counts for each campus/college • Provides training sessions on the fundamental use of data for decision-making and accountability • Develops and maintains exception reports to facilitate reasonable section setups and assignments by campus/college • Provides information fill ratios and scheduling patterns to enable college to optimize on scheduling and room utilizations • Provides data support to Title V co-coordinators at each campus/college to facilitate surveys, accountability of the program • Assists each campus/college in enrollment management

Function #1

Function	District	College
<p>(7) Data Reporting & Enrollment Management</p>	<p><i>Compliance:</i></p> <ul style="list-style-type: none"> • Assures compliance with education code, regulations, advisories, and related publications; oversees record retention • Works with internal auditors for supporting documentation on apportionment reporting • Evaluates work flows and works with service areas/Datatel to ensure compliance to any state-mandated changes on reporting or accountability <p><i>Planning and Scheduling:</i></p> <ul style="list-style-type: none"> • Provides institutional data for decision support, planning, program review and assessment • Develops and maintains the district’s scheduling grid and exam schedule • Develops and maintains inventory of courses and course <p><i>Operational:</i></p> <ul style="list-style-type: none"> • Leads Core Operations Task Force (COTF) to ensure dialogue between Academic Affairs, Information Services and Student Services • Collaborative decision-making for implementation of new projects or existing enhancements through COTF 	
<p>8. Economic Development</p>	<ul style="list-style-type: none"> • Provides business development services including one-on-one business counseling, workshops, conferences, and workforce, organizational, and management training. All are focused on community business development, from internationalization to manufacturing to high technology business services. <p>Includes:</p> <ul style="list-style-type: none"> • Center for International Trade Development, Center for Advanced Competitive Technologies, CITD Statewide Director, Customized Solutions, Procurement Assistance Center, TriTech Small Business Development Center <p>OED activities include:</p> <ul style="list-style-type: none"> • Liaison with district credit and non-credit sites as well as with community colleges statewide • Training programs for local economic and business development needs; new markets to meet industry needs • Working partnerships with community civic leaders, businesses, and economic development groups. Strategic planning and system building for community business and economic development • Resource for district and statewide community college system for training, planning, and implementation needs • Business development services by contract 	

Function #1

Function	District	College
(8) Economic Development	<ul style="list-style-type: none"> • No-cost business consulting and low-cost training for existing small businesses and future entrepreneurs • Assists businesses and entrepreneurs to commercialize new technologies, develop products and services, and to identify capital and knowledge resources • Reviews and revises as necessary existing programs; work with Technical Advisory Committees • Assists business firms to market their goods and services to federal, state and local government agencies and prime contractors • Liaison with community businesses and state officials to develop, expand, refine, and implement academic curriculum • Financial and manpower resources to support and expand academic programs 	
9. Institutional Effectiveness	<ul style="list-style-type: none"> • Facilitates the assessment of student learning outcomes throughout the district in coordination with the District Assessment Committee. • Facilitates accreditation self-study: <ul style="list-style-type: none"> ▪ Coordinating district contributions ▪ Compiling evidence ▪ Providing training for campus based self-studies <p>Oversight and coordination of:</p> <ul style="list-style-type: none"> • Faculty, program, discipline and department websites • Improvement of instruction and tenure review processes for faculty. • The work of the Office of Institutional Research • Program review process in coordination with the District Program Review Committee. • District wide strategic planning activities and committees 	<ul style="list-style-type: none"> • Discipline, course and classroom based assessment plans. • Accreditation self-study. • Utilizes program review documents in planning processes. • Provides input into faculty, program, discipline and department websites. • Improvement of instruction and tenure review processes for faculty.
<i>Faculty Development Activities</i>	<ul style="list-style-type: none"> • District-wide professional and organizational development for faculty in collaboration with the campus Faculty Development Coordinators • District orientation for new faculty • Maintenance, creation of 4faculty.org (hosted by RCCD Office of Institutional Effectiveness for colleges nationwide) 	<ul style="list-style-type: none"> • Provides professional development opportunities for faculty through the activities of the Faculty Development Coordinators and the Faculty Development Committee • Provides new faculty college orientation and adjunct orientation. • Provides input into development of program review documents
<i>Planning</i>	<ul style="list-style-type: none"> • Program Review as the foundation for strategic planning: includes a review of curriculum, staffing, resource needs and changes impacting “units” • Discipline and unit planning: district or college/campus based 	<ul style="list-style-type: none"> • Program Review includes a campus/college-based component that links resource needs to campus structures through the three committees: <ul style="list-style-type: none"> ▪ College Academic Planning Council ▪ College Strategic Planning Committee ▪ College Strategic Planning Subcommittees

Function #1

Function	District	College
<i>Planning, cont.</i>	<ul style="list-style-type: none"> • PR submits recommendations from campus strategic planning committees to district-level planning groups charged with ensuring adherence to established planning principles: <ul style="list-style-type: none"> ▪ District Academic Planning Council ▪ District Strategic Planning Committee ▪ Executive Cabinet • Brings planning recommendations to the Board of Trustees for review and approval. • With OIR, provides external and internal environmental scanning information for planning. • Creates and updates the District Academic Master Plan, Technology Plan, Facilities Plans and other special plans as needed. • Facilitates development of campus master plans. • Develops district-wide strategic initiatives in collaboration with the campuses. 	<ul style="list-style-type: none"> • College Strategic Planning Committees include faculty, students, staff, and local administrators with subcommittees led by administrative and faculty co-chairs: <ul style="list-style-type: none"> ▪ Financial Resources ▪ Human Resources ▪ Instructional Programs ▪ Institutional Mission and Effectiveness ▪ Library and Learning Support ▪ Physical Resources ▪ Student Support Services ▪ Technology ▪ Leadership & Governance • College creates Educational Master Plan which includes academic, student services and facilities components. • College responds to and develops localized strategic initiatives.
<i>Program Review</i>	<ul style="list-style-type: none"> • Each discipline in the District prepares a Comprehensive Program Review, at least every four years, addressing each mission and curriculum in addition to related topics • Each non-instructional District entity (e.g., Diversity & Human Resources, Financial Services), prepares a comprehensive program review 	<p>Each discipline prepares an Annual Program Review update which addresses resource needs and assessment activities for individual colleges. This document provides the basis for department planning, strategic planning and budget development and informs the direction of the college's educational master plan.</p>
10. Institutional Research	<ul style="list-style-type: none"> • Institutional research for campuses and district; Specialized data sets as needed • Publication of statistical studies (such as enrollment trends, graduates and persistence reports) to assist in district policy and program planning and development • Research studies to meet district, campus/college, departmental, community, grant and state/federally mandated requirements • Assists faculty, staff and other individuals with all aspects of research activities • Coordinates college and district data collection requests from outside agencies • Labor market analysis for occupational education, workforce development and economic development • Matriculation-based research, including validation of assessment test course placement instruments • Administers surveys to students, staff and community members • Develops and maintains outside data sources (NSC, OCLBC, CalPass) • Research for program review, including productivity measures, course/program student success data, student demographics, etc. 	<ul style="list-style-type: none"> • Administers surveys of students, staff, faculty and administration • Identifies and assists in gathering and preparing of college-specific research • Conducts research to support college program needs, such as program monitoring and evaluation • Assists in data gathering for research, as needed • Reviews report drafts, disseminate research findings, and uses research results appropriately in planning and decision making • Uses "research protocol" for requesting permission to conduct research for non-college-specific purposes

Function #1

Function	District	College
11. Library	<ul style="list-style-type: none"> • Updates the Library’s automated systems and trains necessary personnel • Receives, catalogues, and processes books and media • Establishes a consistent circulation policy 	<ul style="list-style-type: none"> • Checks in and out library materials and other resources, collects overdue fines and replacement moneys, releases holds on student records • Answers reference and directional questions, provides reference workshops and orientations, provides guidance in the use of electronic, web-based and print resources • Develops, maintains, and weeds the collection according to the specialties and programs of the college. • Provides study rooms • Provides access to library resources, and library specific information on website • Conducts outreach to various college agencies, divisions, and departments, as well as to community organizations
12. Occupational Education	<p>Provides leadership, oversight and assistance to many aspects of the college. These include:</p> <ul style="list-style-type: none"> • Assists faculty in understanding and utilizing the RCCD Process and Approval of New or Substantially Changed Programs • Assists faculty in securing program approvals through the State Chancellor’s Office • Administration and oversight of VTEA IB, IC and State Leadership grants • Liaison between RCCD and State Chancellors Career Technical Education division. • Leadership to department for the development and maintenance of occupational education programs • Supervision of work experience programs • Oversight of Production Printing and Graphics Center • Leadership and assistance in the formation and annual meetings of advisory groups • LEA for Region 9 State Leadership grant • Responsible for all operations of the Rubidoux Annex 	<ul style="list-style-type: none"> • Provides leadership, oversight and assistance to the college through the Career Technical Education Council. This council is chaired by the Associate Vice Chancellor of Occupational Education and includes college representation. This forum allows the AVC of Occupational Education to interface with Deans at the college in addressing issues, concerns and needs of occupational programs and faculty.
13. Open Campus (Distance Education)	<ul style="list-style-type: none"> • Supports District infrastructure allowing for delivery of technology-mediated classes including: <ul style="list-style-type: none"> ◆ Servers ◆ Application Service Providers ◆ Student information system integration ◆ Reporting for RCC administration, the state Chancellor’s office, national organizations, and other constituencies ◆ Software licenses for technology-mediated instruction 	

Function #1

Function	District	College
(13) Open Campus (Distance Education)	<ul style="list-style-type: none"> • Responsible for technology-mediated instruction, faculty technology training and community education. <i>Technology-Mediated Instruction</i> <ul style="list-style-type: none"> ◆ Online ◆ Hybrid ◆ Web-Enhanced ◆ Telecourse ◆ Teleweb <i>Faculty Technology Training</i> <ul style="list-style-type: none"> ◆ Operation of Faculty Innovation Center (FIC) ◆ One-on-one training ◆ FLEX workshops ◆ Hybrid Academies 	
14. Policies, Procedures, Ed Code and Title 5 Regulations	<ul style="list-style-type: none"> • Oversees and coordinates revision and development of board policies (BP), administrative regulations (AR) related to academic matters in consultation with the Academic Senate. • Liaison to Executive (Chancellor's) Cabinet and Board Committees for BPs and ARs; prepares board docket items related to new or revised BPs • Liaison with Human Resources for use of CCLC policy subscription service, for consultation and updated legal recommendations. • Maintains BP and AR links to Academic Affairs manuals on the Internet and on Intranet. Explanations of policies and procedures as needed • Communicates BP and AR changes and updates to faculty and staff. • Ensures compliance with Ed Code and Title 5 Regulations • Establishes (in consultation with the Academic Senate) procedures and processes for matters related to Academic Affairs such as curriculum approval and new program development 	Policies impacting the educational mission are reviewed and recommended for approval by the college Academic Senate.
15. Program and Course Development	<ul style="list-style-type: none"> • District Curriculum Committee ensures that the Board Policy of one curriculum, one student contract is maintained, ensuring that course outlines of record are the same at all three colleges. • District Academic Planning Council and District Strategic Planning Committees recommend programs for approval by the Board of Trustees. • The district provides supporting research necessary to develop new programs such as labor market analysis and community demographics. • Maintains and updates the District's course and program inventory • Updates master course information in administrative system • Oversees and facilitates the annual update, production and distribution of the District's catalog. 	Faculty initiate each new course and program through the local curriculum committee and district-wide course/program approval processes.

Function #1

Function	District	College
16. Workforce Prep	<ul style="list-style-type: none"> • Develops and delivers programs and services to specific learner populations. Works in partnership with educational, business and industry partners to align college program and development with regional workforce needs. • Coordinates and manages the following career education and workforce development programs and services: <ul style="list-style-type: none"> ▪ CalWORKs Program ▪ TANF-Child Development Careers Program ▪ Independent Living Program (ILP) & Foster/Kinship Care Education (FKCE) Program ▪ Workforce Preparation Skills ▪ Riverside County Emancipation Services ▪ Gateway to College Early College High • Represents District on local, regional and state workforce prep committees. • Maintains liaison with state workforce prep agencies as well with other community colleges. 	

Function #2: Administration and Finance

Function	District	College
1. Accounting Services	<ul style="list-style-type: none"> • Interaction with program directors, federal, state and local program agencies and external auditors on compliance and audit issues • Internal reports for the Board of Trustees and other district users • Quarterly and annual financial reports to the State Chancellor's Office and Riverside County Office of Education • Comprehensive Annual Financial Report • Reconciliation procedures for district activities with Riverside County Office of Education and all district bank accounts • Maintenance of Chart of Accounts, general subsidiary ledgers special journals • Receipt and allocation of district revenues from local, state and federal sources • Budget processing, monitoring of expenditures for compliance, special project reports • Processing of payments by students and employees; payment authorization to outside parties after verification of service/work received • Student financial aid transcripts, records, and disbursements • Manages and collects grant over-awards • Maintenance of moveable equipment inventory (fixed assets), upgrades, tagging, deletions and transfers of equipment • Inventory reports and reconciliation • Public auctions of surplus property • Maintenance of district records; delivery and return of records to storage 	
2. Accounts Payable	<ul style="list-style-type: none"> • Payment processing of general obligations of the district in accordance with current state and federal laws, education code, district policies and procedures and audit practices • Oversight of accuracy, completeness and appropriateness of payments made to outside vendors for goods and services and to staff for expense reimbursements • Payments to students, tuition refunds, stipends, other reimbursements • Interpretation and information on district, state and federal regulations re: accounts payable functions • Implementation of new district policies and procedures • Timely and accurate payment to vendors; response to inquiries; preparation of vendor 1099s • Oversight of payment schedules, satisfactory credit ratings, interest expense and/or late payment penalties 	

Function #2

Function	District	College
(2) Accounts Payable	<ul style="list-style-type: none"> • Maintenance and archiving of vendor records /files in accordance with county, local and state requirements and IRS regulations • Preparation of schedules, documentation and files to internal/ external auditors • Coordination of accounts payable s with Purchasing and Budget Control departments and the Riverside County Office of Education 	
3. Audit Compliance	<ul style="list-style-type: none"> • Independent review, assessment and constructive feedback regarding operations throughout the district <p><i>Internal auditor provides the district with a backup to various fiscal functions including:</i></p> <ul style="list-style-type: none"> • Accounting research and budget analysis • Bond issuance • Accounting and managerial functions • Compliance with written policies/procedures, plans, laws, regulations which impact operations • Investigation of waste and fraud and detection measures • Evaluation of district financial activity • Custody of evidence responsibility • Review of reliability and integrity of financial and operating information; analysis of means of safeguarding assets • Appraisal of economy and efficiency in use of resources are employed; recommendations for appropriate use • Review of program operations for achievement of stated goals and objectives • Reports prepared for the Board of Trustees on a quarterly basis 	<ul style="list-style-type: none"> • Provides access to all college activities, records, property and personnel • Develops, implements and monitors corrective action plan based on audit recommendations
4. Auxiliary Services/Cashiers' Offices	<ul style="list-style-type: none"> • Internal controls and fraud prevention systems for cashiering locations • Maintenance of a secure location • Returned check collection for all district funds • Disbursement of reimbursement checks for travel, supplies, etc. ,for ASRCC and Foundation functions • Disbursement of payroll checks not handled by direct deposit 	
5. Budget	<ul style="list-style-type: none"> • Coordination of annual budgetary process (establishes expenditure levels based on expected revenues; revision of budget; monthly financial budget comparison reports • Bond projects coordination and reporting on bonds to BOT and Bond Oversight Committee) • Coordination of final attendance enrollment reports to the Chancellor's Office. 	<ul style="list-style-type: none"> • Allocation of discretionary funds to departments, disciplines and programs • Submission of annual college budget request to district • Participation in Budget Bunch and resource allocation processes

Function #2

Function	District	College
(5) Budget	<ul style="list-style-type: none"> • Compliance with external reporting requirements • Preparation of information for the Budget Bunch; coordination of meetings to review budget requests • Monitoring of cash balances to assure liquidity; responsible for monthly cash flow of general fund • 	
6. Facilities Maintenance	<ul style="list-style-type: none"> • Coordination of facilities operation for District Office including custodial services, grounds, building maintenance, and miscellaneous service contract providers • Technical expertise or assistance to campuses on an as-needed basis 	<ul style="list-style-type: none"> • Each college and off-site center has ongoing and direct responsibility for maintenance and operation of its facilities
7. Facilities Planning	<ul style="list-style-type: none"> • Oversight and coordination, technical assistance and support for planning of all major capital outlay projects within the district, including implementation of the district's Measure "C" local Bond • Development of the district's Five Year Construction Plan • Facility planning expertise provided to campuses • Screening and hiring recommendations for architects, engineers, space planners, and environmental consultants • Research on facilities planning issues; input to constituent groups re: long term needs of students and modern educational delivery systems • Liaison with state and local governmental agencies having responsibility for planning, construction, regulatory compliance, and environmental review <p>Responsibility for:</p> <ul style="list-style-type: none"> • Architectural standards for facility development • Leases of property and facilities • Coordination and implementation of major construction and renovation projects • Long-range planning to maximize efficient use of facilities for all district sites • All documentation relating to district facilities (blueprints, construction documents; work standards for future architects and engineers) • Maintenance, management and upgrade of building automation systems. Systems designed and installed to provide support while maximizing efficient use of energy • Application for, maintenance of all operational permits required by state, local or national codes/regulations • Definition of scope of work and development of budget for scheduled Maintenance and Hazardous Materials and Facility Modification projects 	<ul style="list-style-type: none"> • Works collaboratively with departments to recommend the hiring of project architects and to assist architectural teams in the planning and development of specific project plans • Serves as district liaison on college committees dealing with facility planning and development • Facilitates input and preparation of the college's Facility Master Plan • Provides technical expertise to faculty, staff, and administration in the planning of facilities to meet the educational needs of the community

Function #2

Function	District	College
(7) Facilities Planning	<ul style="list-style-type: none"> Development, updates of building and construction specifications; monitoring of facility standards for new construction and remodel projects. Technical assistance to the district related to building maintenance, grounds and custodial service. 	
8. Grounds		<ul style="list-style-type: none"> Repairs and maintains college landscaping in addition to athletic fields. This includes all plants, trees, irrigation systems, parking lots, walkways and roadways within the college.
9. Information Services	<p>Provides:</p> <ul style="list-style-type: none"> Network for inter- and intra- campus networks; institutional access to Internet and World Wide Web Comprehensive administrative system for recording, storing and reporting on data for student, financial, academic and administrative transactions Centralized internal telephone system Development, deployment and support of centralized administrative functions and “middleware” platforms necessary to support connectivity between software services delivered by other district resources Leadership and assistance in planning technology for new buildings, offsite learning centers and other District projects 	
<i>Administrative Systems (DATATEL)</i>	<p>Responsibility for:</p> <ul style="list-style-type: none"> Implementation and support of Datatel administrative system suite (Colleague and Benefactor) and related software packages WebAdvisor for web-based student and faculty services Planning/support solutions for ancillary administrative functions such as document scanning systems, directory services (LDAP), forms and workflows, electronic signatures, account creation and portal software solutions. Student email services 	
<i>Data Center Operations</i>	<ul style="list-style-type: none"> Maintenance of application server farm, data storage farm, data processing operations; forms used by Academic Affairs, Student Services, HR and Accounting 	
<i>District Help Desk</i>	<ul style="list-style-type: none"> Provides central system for addressing incoming help desk requests and distributing work assignments as appropriate including desktop/laptop support; open campus assistance requests; network support; e-mail problems; campus lab support; Webadvisor; wireless access 	

Function #2

Function	District	College
<i>Microcomputer Support</i>	<ul style="list-style-type: none"> • Service and installation of desktop and laptop computers throughout the district, including classroom and lab technical support; faculty workstation support 	
<i>Network Administration</i>	Responsibility for providing: <ul style="list-style-type: none"> • District-wide Cisco-based Gigabyte Ethernet (CENICWork) Network services to all District offices and off-site locations • Free wireless Internet service to registered student, staff or faculty member in District • Centralized security and intrusion detection, anti-spam filtering, network monitoring • Enterprise level solutions for email, storage area networks (SANS), and servers in support of academic and administrative needs. 	
<i>Telephone Group</i>	Responsibility for: <ul style="list-style-type: none"> • Centralized telephone system for the District. • Purchase of outbound circuit connectivity for local and long distance calling for district • Contracts for District cell phones and Blackberry server • Account reconciliation with all vendors • Planning, construction and maintenance of the District cable plant and related infrastructure. 	
10. Payroll	Responsibility for: <ul style="list-style-type: none"> • Classified and academic payroll, including retroactive and adjustment payment; analysis of payroll documents to ensure proper payment to employees • Continued liaison with Riverside County for changes, additions, deletions and rates of pay • Audits and reconciles with county payroll reports • Records and maintenance of employee deductions, sick leave and vacation accrual; W-2 forms; employee benefits payments • Compliance with federal, state, and district rules and regulations • Audits and reconciles annual, quarterly and monthly reports to STRS, PERS, Social Security, Medicare, unemployment, etc. 	
11. Purchasing	Responsibility for: <ul style="list-style-type: none"> • Compliance with federal, state, district rules and regulations • Procurement of merchandise and services required by district • Competitive quotation / bid process; cooperative purchasing 	

Function #2

Function	District	College
(11) Purchasing	<ul style="list-style-type: none"> • Awards of bids for service contracts, equipment and supplies • Maintenance of contractor insurance and bonding certificates • Maintenance of database and control for service contracts, independent contractors/consultants, leases and rental of property and facilities • Execution of service contracts; services for centralized maintenance agreements • Training for the online requisitioning system • Maintenance of Record Retention & Destruction Board Policy 	
12. Risk Management	<p>Oversight of:</p> <ul style="list-style-type: none"> • District's workers' compensation. Liaison between insurance provider/district/employee. Legal decisions with assistance of Vice Chancellor and legal counsel • District's property/liability insurance program. Evaluation and purchase of necessary insurance coverage for district • Processing and administering claims filed against the district. Liaison between district and legal counsel • Certificates of insurance for district functions and outside vendors • Insurance premiums • Compliance with Cal/OSHA regulations • Assistance and consultation on safety and loss control issues <p>Responsibility for:</p> <ul style="list-style-type: none"> • Processing request for DMV records, approving District drivers • Investigation, processing and replacement of lost or stolen district owned items • Data collection /reporting for Cal-OSHA; Self-Insurers report 	
13. Warehouse	<ul style="list-style-type: none"> • Receipt and delivery of shipments to departments and sites of supplies and equipment • Return of items to vendors as needed • Follow-up on non-delivery or late delivery of orders • Delivery of surplus property from storage site to requestor 	

Function #3: Chancellor's Office

Function	District	College
1. Administrative Support Center (formerly Communications Center)	<ul style="list-style-type: none"> Prints and photocopies materials that support instructional and other organizational communication goals Services including word processing, copy editing, binding, and presentation production; service of electronic requests 	
2. Foundation	<ul style="list-style-type: none"> College fundraising activities in close collaboration with community relations Comprehensive program of educational philanthropy for the college; staff support to a volunteer board of directors Fundraising activities to generate revenue for specific college needs including scholarships, capital campaigns, college endowments, annual giving opportunities, special events, planned gifts, corporate contributions, outreach to special targeted groups, and development of community centered fund-raising opportunities Funds for scholarships and other program needs Monitoring of foundation's investment portfolio, gift receipting and tracking process, donor recognition programs, and compliance with state and federal audit regulations 	
3. Governmental Relations	<ul style="list-style-type: none"> Strategies to secure funding or legislation in support of the institution's mission and programs Implementation of comprehensive governmental relations program that meets the needs of the District Liaisons and partnerships with private and public organizations at the federal, state and local levels Development of alternative sources of funding for programs 	<ul style="list-style-type: none"> Provides information about the impact of proposed legislation on operations/students Encourages students to participate in campaigns and visits with legislators to inform them about direct impacts of current or proposed bills or public policies
4. Grants & Contracts	<ul style="list-style-type: none"> Support for District acquisition and management of external resources External resources development assistance including resource development and analysis for District initiatives Compliance with external resources (excluding categorical programs) by providing consultation and training services to District personnel Technical assistance related to external resources and contracts to District personnel 	<ul style="list-style-type: none"> Supports for college level acquisition and management of external resources External resources development assistance including resource development and analysis for college-based initiatives Compliance for external resources (excluding categorical programs) by providing consultation and training services to college staff Technical assistance related to external resources and contracts to college staff
5. Mailroom	<ul style="list-style-type: none"> Mail services (sorting, distribution) to all District sites; delivery of mail to post office 	<ul style="list-style-type: none"> Prepares mail for delivery to post office Sorts incoming college and US mail/packages; distribution to departments and staff/faculty mailboxes Sends and receives fax correspondence Maintains department and faculty mailboxes

Function #3

Function	District	College
6. Public Affairs		
<i>Public Affairs & Community Relations</i>	<ul style="list-style-type: none"> • Internal and external communications related to District educational programs and initiatives • Community relations efforts with various external constituencies. • Strategic communications programs to cultivate support for the District and campuses, including participation in community events, production of print and electronic communications material, and service on select community and business committees. • Capacity-building initiatives that increase community ability to take advantage of college programs • Development and maintenance of programs that generate community goodwill and financial support for the district 	<ul style="list-style-type: none"> • Assists the college community with public affairs and community relations efforts • Facilitates communications with adjacent community • Solicits advice and shares plans affecting that community • Represents the college to the community, providing them with timely information about matters of local interest and significance • Attends community meetings, gathering insights into current issues affecting the colleges and their operations • Upon request from the college, assists with the development of student-centered programs and events that generate revenue for college and student needs
<i>Marketing</i>	<ul style="list-style-type: none"> • Communication with current and potential students through publications, websites, electronic media, and other methods • Assistance to campuses, centers and programs with marketing/promoting their educational offerings and services • Market analysis and marketing strategies in association with the development of new academic programs and initiatives • Implementation of comprehensive enrollment marketing strategies and programs 	<ul style="list-style-type: none"> • Assists college with the development of marketing strategies and materials to promote specific programs
<i>Media Relations</i>	<ul style="list-style-type: none"> • Media relations re: college related topics; communication between college staff and faculty • Production of media releases, features and editorials, as needed, in all media • Official college spokesperson in all matters, in consultation with senior administration 	<ul style="list-style-type: none"> • Advises college president on media relations • Facilitates more effective communication with print and broadcast media covering the college • Pitches stories to the media to generate coverage of specific college programs, events, and other news
<i>Publications</i>	<ul style="list-style-type: none"> • Development of collateral material in support of marketing and communications efforts • Advertising and marketing project design for placement in print and electronic media (with Graphics Technology) • Project organization for instructional, informational, public relations and marketing purposes 	<ul style="list-style-type: none"> • Assists with the development and production of publications and collateral materials in support of the college's mission

Function #3

Function	District	College
<i>Website (District and Campuses)</i>	<ul style="list-style-type: none"> • Maintenance of website infrastructure for the District and campuses, including administrative information, course offerings, college publications and announcements • Website development (in collaboration with information architect) for disciplines, departments and faculty • Publication of e-mail newsletters • Web services for public and internal consumption • Identification of new technologies to support the growth of the district 	<ul style="list-style-type: none"> • Provides assistance to various college departments on development of content and web-based applications • Supports marketing efforts to promote various academic programs
7. Sports Information	<ul style="list-style-type: none"> • Information regarding campus athletic programs to promote interest in their academic offerings. • Interaction with athletics department administrators to effectively deliver sports information 	

Function #4: Governance

Function	District	College
1. Academic Senates	<ul style="list-style-type: none"> • Input to the Chancellor on professional and academic policy matters • Advice to the Board of Trustees on professional and academic policy matters • Recommendation of step and column increases and sabbatical leave • District faculty representation on the state academic senate Coordination of: <ul style="list-style-type: none"> • Campus curriculum committees • District-wide instructional assessment • District-wide discipline program review • Campus academic standards committees • Faculty participation in state academic senate conferences • Faculty appointments to equivalency committees • Faculty appointments to hiring, district, and local committees 	<ul style="list-style-type: none"> • Provides input into planning and the development of local procedures related to professional and academic matters • Provides input to the Chancellor on professional and academic policy matters • Advises the Board of Trustees on professional and academic policy matters • Reviews and approves curriculum related to the college • Makes recommendations related to academic standards • Collaborates with bargaining unit with regard to calendar, and policies related to hiring, leave and evaluation • Appoints faculty to equivalency committees • Appoints faculty to hiring, district, and local committees • Represents district faculty to the state academic senate
2. Associated Student Governments <ol style="list-style-type: none"> a. ASRCCD b. ASRCC, Riverside City College c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus 	ASRCCD has responsibility for: <ul style="list-style-type: none"> • Input to the Chancellor and Board of Trustees and addresses questions re: governance, student issues and concerns, student legislation, activities and events on a District-wide level • Budget for District-wide operations; review and approval of budgets of all three campuses • Legislation affecting students within the District • Student Trustee Elections process in all three campuses • Organization and coordination of District-wide events (e.g., Homecoming) • Development of leadership opportunities through District wide retreats, orientations, workshops • Interaction with student governing bodies at Norco, Riverside, and Moreno Valley to develop and sustain effective communication channels • Interaction with Student Trustee in maintaining and improving communication channels with the Board of Trustees, the Chancellor, and District administrators. • Assisting the Student Trustee in representing the entire district student body in the governance process. • Student participation in the governance process and in multicultural events throughout the District • Resolutions and conflict-resolution on a District-wide level between student governing bodies and student leaders • Maintenance of accurate records of meetings and all budgetary transactions 	Through the Senate and the Executive Board, provides input into planning and the development of local procedures related to student government and activities, participates in the local governance process, and represents effectively their respective student bodies. Each college student government organization: <ul style="list-style-type: none"> • Coordinates programs and events for a diverse student body. • Institutes a variety of programming for students focusing on social, intellectual, and emotional development. • Provides funding and support to student clubs and organizations through the Inter Club Council. • Provides an environment where students can make recommendations to improve the college student experience. • Oversees, in conjunction with the District Judicial Board, the election process • Maintains accurate records of all meetings and budgetary transactions • Develops and maintains informational publications for the student body, faculty, and staff. • Develops and maintains a line item budget for operational purposes as prescribed and allocated by the ASRCCD each academic year.

Function #4

Function	District	College
<p>(2) Associated Student Governments</p> <ul style="list-style-type: none"> c. ASRCCD d. ASRCC, Riverside City College c. ASRCC, Moreno Valley Campus d. ASNC, Norco Campus 	<ul style="list-style-type: none"> • Publications informing students of campus activities, news, and student-related issues 	<ul style="list-style-type: none"> • Holds publicly elected and appointed student officers accountable according to the by-laws of the student government • Initiates, approves, and implements any amendments to by-laws and in accordance with the Election Code • Initiates and supports legislation affecting the student population of the college • Passes resolutions and engages in conflict resolution between all committees and boards within the student government • Empowers students to be proactive regarding student concerns and causes • Develops student leadership opportunities through retreats, conferences and workshops • Ensures adherence to high ethical standards • Provides resources for club advisors to effectively oversee the college organizations • Works closely with the ASRCCD and the Student Trustee to ensure that the college is effectively represented on the governance level • Creates learning environments that allow students to implement theories learned in the classroom and develop skills that can be transferred well into their professional and community endeavors • Protects the rights of assembly and freedom of speech for all students regardless of age, race, sex, political views, sexual orientation, religious affiliation or not, gender, physical ability, and ethnicity • Works closely with faculty to develop and implement academically oriented co-curricular programs and activities
<p>3. Board of Trustees</p>	<ul style="list-style-type: none"> • Establishes structure and creates policies related to governance of the district • Selects the Chancellor • Establishes a policy for selecting and evaluating the presidents of the campuses • Ultimate responsibility for educational quality, legal matters, and financial integrity of RCCD • Establishes policies consistent with District mission statement to ensure quality, integrity and improvement of student learning programs and services • Reflects the public interest in Board activities and decisions 	

Function #5: Human Resources

Function	District	College
1. Benefits	<ul style="list-style-type: none"> • Liaison between employees, broker, and insurance carrier regarding insurance related problems Responsibility for: <ul style="list-style-type: none"> • Contract management and negotiation with benefit providers • Providing information on benefit provisions to employees • Employee documentation and assistance pertaining to employee and retiree health and welfare benefits • Pro-rated premiums for payroll deduction • Employee benefit files maintenance • Responsible for insuring compliance with federal COBRA/HIPAA regulations • Compiling data for annual Medicare report • Compliance of Section 125 plan health care and dependent day care accounts with current IRS regulations • Checking consistency of insurance providers' certificates of insurance with carrier contracts 	
2. Classification, Grading, and Pay	<ul style="list-style-type: none"> • Maintenance of salary schedules; Notices of Employment in compliance with Education Code; employee job descriptions • Job classification of new positions; processing job reclassifications 	
3. Contracts, Compliance and Legal Services	<ul style="list-style-type: none"> • Responsible for the development, review and revision of District policies and procedures 	
<i>Legal Services</i>	<ul style="list-style-type: none"> • Assistance to Human Resources on personnel matters • Assistance to administration in coordinating District's legal affairs, including civil litigation, administrative hearings, business negotiations • Advice to Vice Chancellor, Human Resources relating to EEO, Sexual Harassment and Discrimination and District responsibilities • In-service training for personnel regarding legal issues, new legislation, court decisions and trends • Liaison with District General Counsel in drafting documents, resolutions and other legal instruments • Oversight on compliance for diversity, grants, human resources and the District 	

Function #5

Function	District	College
(3) Contracts, Compliance and Legal Services	<ul style="list-style-type: none"> Recommendations of outside legal counsel as appropriate. Liaison between the district and outside legal counsel on contractual issues. 	
<i>Contracts</i>	<ul style="list-style-type: none"> Design, administration, and implementation of the district's complete contracts process, including preparation of documents for BOT approval Drafting of leases, agreements, contracts, memoranda of understanding, and amendments for the BOT Coordination with Risk Manager and Director of Purchasing to ensure timely and comprehensive handling of contractual matters Technical assistance to campuses and educational centers for contracts, leases, license agreements and other legal Training sessions for college and district employees re: contract policy and procedures 	<ul style="list-style-type: none"> Drafts items such as leases, agreements, contracts, memoranda of understanding, and amendments for the Board of Trustees' meeting agenda so that the Board may act on them Assists in negotiation for offsite educational facilities, drafts, review and revises contracts, leases, license agreements and other legal documents for submission to the Board of Trustees
4. Diversity and EEO Compliance	<ul style="list-style-type: none"> Monitoring compliance relating to EEO, ADA, Sexual Harassment, and Discrimination Monitoring the screening and selection process of all employment vacancies or promotions EEO in-service training programs for faculty, staff and students. Policies and procedures related to employer/employee relations, discrimination complaints, grievances, conflict resolutions and disciplinary action Recruitment strategies, and special recruitment efforts directed toward ethnic minorities, women, and other underrepresented groups Investigation & resolution of employee and student complaints of unlawful discrimination and harassment Assistance to administration with mid-to-long range goals for assertive hiring of underrepresented faculty and staff Assistance to campuses with comprehensive and on-going recruitment and employment programs Assistance with annual update of District Faculty and Staff Diversity plan and programs Tabulation of data on faculty and staff diversity Receives, investigates, and seeks to resolve complaints relating to instructional issues 	<ul style="list-style-type: none"> In conjunction with the District Director of Diversity, Equity and Compliance, plans and establishes mid-to-long range goals for the assertive hiring of underrepresented faculty and staff In conjunction with the District Director of Diversity, Equity and Compliance, promotes diversity with faculty, staff and students

Function #5

Function	District	College
5. Employee Relations	Responsibility for: <ul style="list-style-type: none"> • Guidance, counseling, and assistance in implementing progressive disciplinary measures • Monitoring employee evaluation systems for management and staff • Employee handbooks • Employee accommodation and return-to-work processes • Training in grievance handling and disciplinary processes • Coordination & implementation of District's group benefit and insurance programs 	
6. Hiring	Responsibility for: <ul style="list-style-type: none"> • Recruitment strategies; position advertising; applications input into tracking system • Review of minimum qualifications; identification of leading candidate group; selection committee membership review; prescreening process • Screening committee training on position needs, EEO, and interviewing protocol; orientation of screening committee; review of committees, screening criteria and interview questions. • Interview scheduling; communication of status of candidacy to applicants • Reference checks, employment offers; salary placement; applicant employment processing including entrance into database and salary processing to Payroll; new employee benefit information • Notification of hire for Board approval, PERS/STRS • Employee orientation <p><i>Hiring of district personnel:</i></p> <ul style="list-style-type: none"> • Formulating selection committee; selection criteria/interview questions • Paper screening; interviews • Recommendation of finalist, reference checks, final interview • Candidate selection 	<ul style="list-style-type: none"> • Submits personnel requisition to initiate hiring <p><i>Hiring of college personnel</i></p> <ul style="list-style-type: none"> ▪ Formulates selection committee in accordance with hiring procedures for college personnel ▪ Recommends suggested selection criteria/ interview questions ▪ Participates in paper screening as required ▪ Conducts interviews ▪ Recommends finalist ▪ Conducts reference checks ▪ Conducts final interview ▪ Selects candidate

Function #5

Function	District	College
7. Professional Development/ Staff	<ul style="list-style-type: none"> • Professional development opportunities for staff; review of requests for professional development • Staff, management and faculty diversity; equity training and related legal considerations • Survey of staff training needs; delivery of training on a variety of topics • Mandatory staff, management and faculty harassment training 	Provides professional development activities for staff
8. Staff/Confidential Contracts	<ul style="list-style-type: none"> • Negotiations on successor agreements or re-openers with CSEA • Communication of new provisions to staff • Sunshining of district proposal for contract with CSEA • Administration of union contracts • Assistance with development of MOU booklets or agreements 	Administers union contracts in accordance with the agreements

Function #6-Student Services

Function	District	College
1. ASRCCD	<ul style="list-style-type: none"> • Oversees district wide Student Activities • Advices Student Trustee • Provides budget parameters • Expenditure authorization • Presents ARCCD budget governing board 	<ul style="list-style-type: none"> • Works with Dean of Student Services, Student Activities Coordinators and Student Leaders • Oversees and develops Student Activities budget • Directly responsible for Student Activities program • Indirect supervision of student activities staff • Provides students with a spirit of place at the college through co-curricular activities
2. Athletic Program	<ul style="list-style-type: none"> • Oversees district athletic programs in consultation with the colleges • Serves as the administrative representative to Orange Empire Conference • Supervises and supports the District Dean of Athletics 	<ul style="list-style-type: none"> • Provides oversight for the improvement and maintenance of athletic facilities • Provides supervision for on-site athletic events • Works collaboratively with district Dean of Athletics in the operation of the college athletic programs
3. Admissions & Records <i>Admissions</i>	<p>Admissions and Records will maintain the following operations at the district level: Integrated student records database in partnership with Information Services, one application, one registration timetable and background technical operations, one transcript, one student accounting system. District will monitor consistency of policy for all A&R operations including priority registration, waitlist, Special Programs and High School Concurrent Enrollment. Parking Services will also remain a district operation.</p> <ul style="list-style-type: none"> • Ensures a timely admissions and registration process via a district A&R Timeline • Manages a multifaceted enrollment system for semester-long, short-term, and hourly courses as well as specialized support for customized training programs. • Constructs functional parameters for enrollment services processing and infrastructure monitoring in partnership with Information Services (IS). • Oversees implementation of state and local academic policies as appropriate. • Coordinates with Student Accounts and cashiering operation to be sure that policies and procedures are consistent across campuses. • Monitors consistency of policy for all A&R operations including Priority Registration, Waitlist, Special Programs and high school concurrent enrollment 	<p>Each college has a comprehensive A&R department which provides:</p> <ul style="list-style-type: none"> • Application check for completeness/correctness, residency, special programs status • Input and/or error check of applications, registration, adds/drop, special programs forms and transcripts • Year-round application, registration, and enrollment services to current and prospective students • Management of attendance, census, grade, positive attendance rosters, course adds/drops, and other operations through Web Advisor, Phone Registration and over the counter services • Oversight and management of Extenuating Circumstance Petitions initiated by students and grade changes per instructor authorization • Veterans services to students seeking to use their veterans' benefits • Evaluation of student education records and graduation petitions, awarding of certificates and diploma

Function #6

Function	District	College
<p>(3) Admissions & Records (Continued)</p> <p style="text-align: center;"><i>Records</i></p>	<ul style="list-style-type: none"> • Contributes enrollment information for the comprehensive district enrollment management reports. • Maintains an integrated student records database in partnership with Information Services resulting in the creation of one transcript that displays courses all three campuses. • Advertises, monitors, and educates students, faculty, and staff regarding FERPA directory information in coordination with staff and faculty development efforts. • Reviews record retention policies and schedules annually. • Develops and updates electronic and paper versions of key A&R forms. • Manages archive of admissions records and backup documentation • Works collaboratively with IS to: <ul style="list-style-type: none"> ○ Continually review and update web site pages. ○ Analyze enrollment reports and the state 320 report. ○ Review attendance collection, weekly/daily census and positive attendance. ○ Regularly review all related IS reports and programs. ○ Continually review and update IS programs related to registration such as prerequisite checks, course repetition checks, testing, and class waiver checks. 	<ul style="list-style-type: none"> • Processes student transcript and enrollment verification requests • Manages scanning, imaging, and storage of Class I, II and III education records • Maintains auditable admissions, registration, attendance, and transcript files
<p>4. College Safety and Police</p>	<ul style="list-style-type: none"> • Administers policy and procedures for centralized operation • Responsible for district safety and parking operations • Monitors mutual enforcement agreements with local law enforcement agencies • Monitors compliance with local, state, and federal laws and regulations • Ensures that disaster plans are in place and staff receives adequate training 	<ul style="list-style-type: none"> • Monitors performance of the sergeant and police officers assigned to the college • Conveys safety concerns to the district administration and Chief • Assists in the coordination of disaster plans and selection of disaster team • Ensures that safety personnel and equipment are available during disasters and emergencies
<p>5. Counseling</p>	<ul style="list-style-type: none"> • Oversee District wide service policies • Ensure compliance to state Matriculation regulations • Transcript evaluation • Probation / Dismissals • Articulation • Oversight of the following areas: <ul style="list-style-type: none"> ○ Basic Skills Presentations ○ Guidance courses ○ Puente ○ Teacher Prep ○ Transfer/Career Center • Veterans 	<ul style="list-style-type: none"> • Student Counseling appointments <ul style="list-style-type: none"> ○ Individual appointments ○ Walk-in counseling ○ Express counseling • Orientation • Special Programs <ul style="list-style-type: none"> ○ CAP ○ Gear-up ○ Workforce Prep ○ Honors Program ○ Title V Programs ○ Student Equity Programs • Direct supervision of Counseling staff • Maintaining counseling statistics and escalating concerns to District level as applicable • SEPs • Matriculation Appeals • AOC process • Probation/Dismissal process

Function #6

Function	District	College
6. Disabled Students Programs and Services (DSP&S)	<ul style="list-style-type: none"> • Monitors compliance with state and federal governments regarding ADA Section 504 & Title V regulations. • Responsible for policy development and implementation in collaboration with the Vice Chancellor Student Services & Operations. • Provides daily supervision of DSPS certificated and classified staff. • Coordinates interpreting services, alternate media, adaptive technology and workability III contract. • Responsible for monitoring MIS Data and preparing annual reports. 	<ul style="list-style-type: none"> • Works collaboratively with district administration to ensure proper staffing for disabled student population • Works collaboratively with district administration to ensure access and reasonable accommodations for students with disabilities
7. Extended Opportunity Programs and Services (EOP&S)	<ul style="list-style-type: none"> • Monitor compliance of Title V state mandated regulations and budgeting compliance 	<ul style="list-style-type: none"> • Direct supervision of EOPS staff • Work collaboratively with other college sites/campus staff to provide EOPS specific services to eligible students at respective campuses • Counseling services to ensure completion of mandated responsibilities • Work with Director to ensure process for student participation in services at college is above and beyond
8. Financial Aid <i>Accounting Matters:</i>	<p>Serves as the central processing hub for all federal and state student aid applications.</p> <ul style="list-style-type: none"> • Prepares and submits periodic reports to public agencies. • Completes a portion of the FISAP and MIS reports, manages program accounts, mails disbursements, performs monthly reconciliation with IFAS, invoices and recovers overpayments and over-awards to students, balances monthly expenditures with Student Employment and handles fraud and forgery issues. • Orders checks for disbursements, runs numerous financial aid reports, and provides technical support in creating new required types of reports and interfaces with the mainframe. • Calculates and processes Title IV refunds and over-award repayments. • Reconciles Federal Work Study earnings for year-end reporting. • Performs verifications and analyzes tax returns. • Processes Financial Aid applications and corrections, performing needed analysis to derive an Expected Family Contribution. • Clears discrepancies, edit checks, data matches and NSLDS. • Serves as the Title IV center for federal processing and performs the following specific functions in that role for RCCD. (These functions will be independently handled at each college when they receive their certification). • Uses the main computer system to order all student disbursement checks. • Manages program funds associated with the awarding of financial aid. Completes the FISAP, COD, MIS reports and reconciles all funds. • Maintains all required financial aid records associated with program reviews and audits. 	<ul style="list-style-type: none"> • Indirect supervision of student financial services • Direct supervision of college financial services staff • Works collaboratively with District Dean of Financial Services and college administration to develop policies and procedures for the disbursement of funds

Function #6

Function	District	College
<p>(8) Financial Aid <i>(Continued)</i> Legal Matters:</p>	<ul style="list-style-type: none"> • Oversees district-wide student financial services policies • Ensures compliance with federal and state regulations <p>Implements state and federal assistance programs, including Academic Competitiveness Grant, Cal Grant, Pell Grant programs, FSEOG, FWS, Subsidized Stafford Loans, Unsubsidized Stafford Loans, Chafee Grants, Scholarships, Board of Governor's Enrollment Fee Waivers, and Americorp Awards.</p>	
<p>Training:</p>	<ul style="list-style-type: none"> • Counsels and educates both students and parents in the application process and the completion of required documents. • Conducts classroom presentations for in-reach purposes. • Provides and directs an appropriate online loan workshop and exit counseling for student loans. Processes FFELP loans through lenders and guarantee agencies, prepares loan checks for disbursement, and reconciles at appropriate intervals. • Conducts internal staff training, keeping abreast of changing federal and state regulations, creates new policies and procedures as processes change, and attends conferences, training and workshops to maintain professional currency as appropriate. • Coordinates and educates staff and administrators about changes in regulations. • Coordinates financial aid outreach and awareness programs communitywide and in coordination with internal and external agencies and departments. 	
<p>Records:</p>	<ul style="list-style-type: none"> • Creates and updates all financial aid forms and documents. • Creates student files and performs computer work for processing. 	
<p>Other Services:</p>	<ul style="list-style-type: none"> • Monitors and evaluates Satisfactory Academic Progress and conducts Appeal Committee meetings. • Uses professional judgment for special circumstances and dependency overrides. • Participates in the decision making of the expenditures of the BFAP Administrative Allowance, the purchase of equipment, marketing items, advertisement and organizing financial aid events and the BFAP year-end report. • Coordinates processes and conducts in-services with Accounting, Student Business Office, Cashiers Office, Admissions, Bookstore, Student Activities, Academic Counselors, Faculty, Outreach, Scholarships, and Information Services. • Retrieves FAFSA applicants from the Central Processor, notifies students with required documents, and transmits corrections to electronic ISIR records. • Manages the Web Grant system for Cal Grants B and C. • Creates the Disbursement Schedule, Award Policy, Student Budget, SAP policy and maintains the Policy and Procedure Manual. • Coordinates the enrollment file, SSCR, Clearing House and GPA verification transmittal with IS. • Creates parameters for the Return to Title IV software system. • Oversees student loan program. • Administers institutional scholarship program. 	

Function #6

Function	District	College
9. Food Services	<ul style="list-style-type: none"> • Oversees operation and monitor the consultant contract with Provider • Monitors food service operation including review and negotiation of contracts (vending, beverage) • Manages food service operation in consultation with the campus administration • Oversees catering operation 	<ul style="list-style-type: none"> • Provides indirect oversight for food service operations • Conveys to district personnel any student or faculty concerns regarding food service operations
10. Health Services	<ul style="list-style-type: none"> • Oversees & monitors District-wide Health Services policies. • Develops and maintains health center policies, procedures and protocols. • Negotiates and maintains contracts for psychological and medical service providers, vaccine, pharmaceutical and medical suppliers. • Co-Sponsors campus-wide health events such as Blood drives, Health Fairs • Reports student, visitor and staff injuries to Risk Management • Serves as member of RCCD Safety Committee • Represents the district in state and national Health Services organizations • Board of Registered Nursing regulations • Performs Quality Assurance audits of Health Services District wide • Provides consultation to college administration as needed • Resource educator for staff 	<p>Provides a wide range of ambulatory care services for students including:</p> <ul style="list-style-type: none"> • Health care services to all eligible students • Immunizations, TB testing, blood testing • Physician/Nurse Practitioner appointments • Low cost medications and prescriptions • Emergency response on campus including integrated AED program • Psychological services including crisis intervention • Ensures compliance with federal, state regulations • Educational programs to promote wellness • Medical and psych referral services • Staff and faculty first aid and TB testing • Referral to external providers in the greater Riverside area • Support services for employees as appropriate
11. International Student Services	<ul style="list-style-type: none"> • Ensure compliance with all Federal regulations for immigration (SEVIS) • Oversee policy development and program implementation • Advertising • Recruiting (Web, internet, mail, email, student fairs) • Accepting, monitoring applications • Issuing I-20 document, welcome letter • Providing support letter for Consulates • Orientation including assessment testing • Counseling • Registration in first-semester classes • Support for required classes: • Guidance 45 College Success • ESL 65 American Classroom Culture • Assistance with housing • Assistance with immigration • Welcome Reception each semester • Field trips open to all international students • International Education Week (at each college) 	<ul style="list-style-type: none"> • Convey concerns/issues regarding international visa students to district • Provide indirect oversight for International Center • Convey suggestions for advertising programs of special interest to International students • Convey suggestions for exchanges and partnership with institutions overseas

Function #6

Function	District	College
(11) International Student Services <i>(continued)</i>	<ul style="list-style-type: none"> • End-of-year Graduation and Transfer Party • Community international connections • Represents RCCD at NAFSA Association of International Educators at regional, state and national levels • Represents RCCD at city, county and other entities 	
12. Job Placement	<ul style="list-style-type: none"> • Collaborate with outside agencies, institutions and businesses to provide employment opportunities and future contacts. • Oversees district wide operations of Job Placement. • Oversees the activities and supervision of the Job Placement Technician (Riverside), Educational Advisor (Norco) and part-time hourly staff (Moreno Valley). 	<ul style="list-style-type: none"> • Works collaboratively with college departments and organizations • Network collaboratively with community agencies, institutions and businesses to provide employment opportunities within their communities • Provide workability skills within the realm of resume writing, interview skills and job searching • Directly responsible for employment event at the college (i.e., career fairs, job fairs, recruitment fairs, etc.)
13. Matriculation <i>Admissions</i>	<ul style="list-style-type: none"> • Blocks 1st time freshman from registering until AOC is complete 	<ul style="list-style-type: none"> • Enforces block on first-time freshman
<i>Assessment</i>	<ul style="list-style-type: none"> • Works with disciplines to establish policies (i.e. retests, appeals, challenges) • Works with Accuplacer for upgrades/solutions to problems, etc. • Works with Info Services to resolve technical issues/problems • Works with faculty to revalidate cut scores • Coordinates placement services (purchases tests, provides training, uploads scores, etc.) • Provides tech support for all sites • Provides placement distribution data to departments to assist in course offering decisions 	<ul style="list-style-type: none"> • Offers placement tests at college • Data entry for informed ed goal after SEP is completed • Maintains communication with other placement leaders • Assists in implementation of cut-score validation • Works with disciplines to establish policies (i.e. retests, appeals, challenges)
<i>Coordination & Training</i>	<ul style="list-style-type: none"> • Produces District Matriculation Newsletter • Provides training and coordination amongst campuses • Ensures accuracy of MIS data • Updates matriculation information in all District publications • Ensures accuracy of matriculation information on web site • Participates in regional and state organizations and trainings 	<ul style="list-style-type: none"> • Ensures all new personnel receive necessary training • Ensures accuracy of MIS data • Ensures all Matriculation regulations are enforced • Coordinates Matriculation Advisory Committee
<i>Counseling</i>	<ul style="list-style-type: none"> • Conducts daily SARS upload • Coordinates District counseling interventions 	<ul style="list-style-type: none"> • Provides counseling services • Provides intrusive counseling to developmental skills, “undecided,” and transfer student populations • Scans and inputs incoming transcripts

Function #6

Function	District	College
(13) Matriculation (Continued) <i>Follow-Up</i>	<ul style="list-style-type: none"> • Coordinates probation/dismissal process <ul style="list-style-type: none"> ○ Runs/reruns academic standing ○ Generates appropriate student notifications ○ Applies and removes student holds ○ Coordinates workshop offerings • Coordinates Early Alert process and evaluation • Coordinates retention efforts targeting specific population 	<ul style="list-style-type: none"> • Implements probation/dismissal process • Implements Early Alert process • Conduct intervention services for probation/dismissal students
<i>Orientation</i>	<ul style="list-style-type: none"> • Produces Student Handbook 	<ul style="list-style-type: none"> • Enforces mandatory orientation/counseling for 1st time freshmen • Offers adequate Orientation/Counseling sessions • Counseling Discipline: Edits/revises Student Handbook
<i>Research</i>	<ul style="list-style-type: none"> • Revalidates cut scores every three years • Conducts all matriculation-related research as mandated by regulations 	<ul style="list-style-type: none"> • Ensures accurate documenting of services received by students • Ensures accurate reporting of data
14. Outreach	<ul style="list-style-type: none"> • Develop district wide initiatives • Assist with the Gear-Up program • Oversee communication between 3 colleges • Ensure Policy & Procedures are consistent at all 3 colleges • Ensure underlying Outreach goals are met at each campus 	<ul style="list-style-type: none"> • Direct recruitment of local feeder high schools • Direct involvement in community events • Provide leadership to the Ambassador program • Provides direct oversight for the Outreach staff
15. Student Activities	<ul style="list-style-type: none"> • Coordinate district-wide events and student activities • Oversee District student leaders and leadership development • Responsible for student leadership development • Oversee Associated student budget allocation, maintenance and expenditures • Shared governance District-wide committees 	<ul style="list-style-type: none"> • Coordinate college Associated student events • Oversee student government clubs, organizations and all student groups • Student leadership Development • College, community and statewide participation • College shared governance committees • Provides direct oversight for Coordinators of Student Activities • Ensures the Philosophy, goals and objectives are met for the student activities program

Function #6

Function	District	College
16. Student Services	<ul style="list-style-type: none"> • Monitors and develops board policies relating to student matters • Responsible for oversight, program development, student records, state reporting, state and federal compliance, and audit • Responsible for student expulsion hearings and conduct procedures • Coordinates policy review and development with colleges and academic leadership • Coordinates all legal matters related to students records, including student rights • Oversees Student Services at off-campus sites • Represents student services in budget and planning issues • Ensures that matriculation services are provided equitably (across the district) • Coordinates enrollment management process 	<ul style="list-style-type: none"> • Direct responsibility for Student Services program at the college • Review and develop policy in coordination with district and academic leadership • Coordinate and consult with District-wide and College functions including Academic Affairs, Business Services, Information Services, Institutional Research, Diversity & Human Resources and Facilities • Work in cooperation with student services District & college deans & directors to maintain and improve programs designed to enhance the student experience • Represents student services in budget and planning issues at the college • Work directly with students to resolve discipline or grievance related issues • Oversees the development of college based program review. • Direct and indirect oversight for Student Services Staff • Provides leadership for the Student Services • Facilitates the mission, goals and objectives of the District and College Student Services division
17. Tutorial Services	<ul style="list-style-type: none"> • Communicates with faculty and various department personnel in the assessment of student needs and obtaining Faculty Recommendations for tutor applicants • Disseminates publicity concerning subjects being offered • Offers tutoring to all currently enrolled RCC students • Invites all tutors to mini-conferences for tutor training • Moreno Valley and Norco campuses' foundations were started under my leadership and only recently have become independent 	<ul style="list-style-type: none"> • Develops and implements policies and procedures for the overall operation of Tutorial Services • Assists in planning the federal, state and district budgets; monitors the expenditures • Recruits, hires, trains, supervises, evaluates, promotes and terminates student and classified hourly employees • Assigns tasks and prepares and oversees work schedules to ensure adequate office coverage • Assists in the selection and recommendation of classified full time personnel; trains, supervises, completes performance evaluations, assigns, reviews and oversees their daily activities; signs absence affidavits, vacation requests, work orders and requisitions

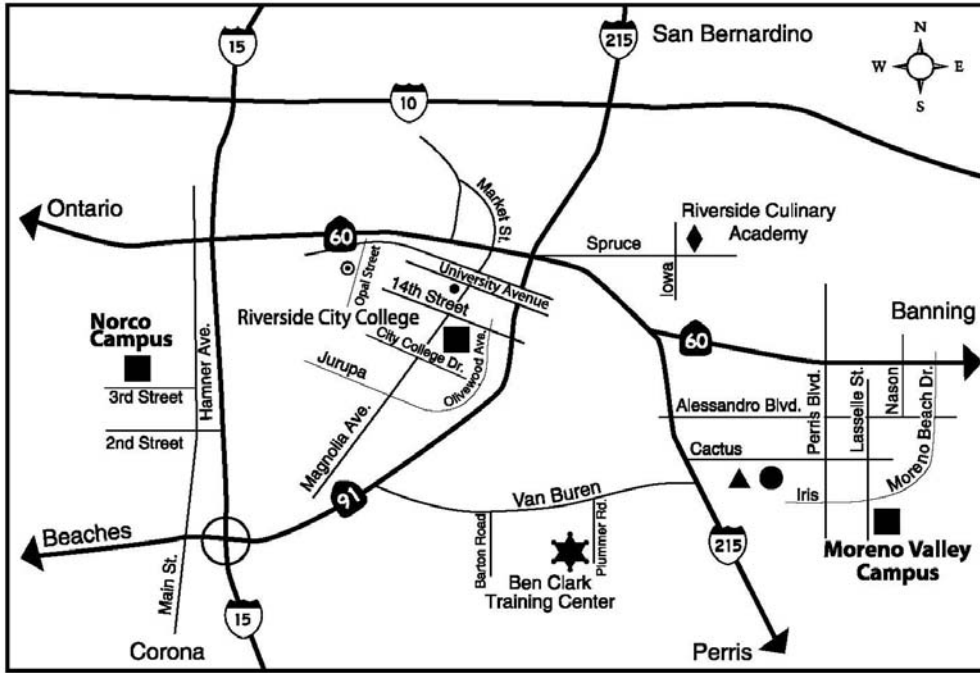
Function #6

Function	District	College
(17) Tutorial Services (Continued)		<ul style="list-style-type: none"> • Plans and coordinates staff meetings, mini-conferences and workshops for revision of office procedures and for on-going tutor training • Resolve inquiries, concerns and issues not handled by support staff • Participates in local, regional and state activities to promote RCC and to maintain an understanding of current ideas, research, and practices regarding learning assistance • Monitors accounting records for special student programs such as VTEA and EOPS

Appendix D







Norco Campus
2001 Third Street
Norco, CA 92860-2600
(951) 372-7000

Riverside City College
4800 Magnolia Avenue
Riverside, CA 92506-1299
(951) 222-8000

Ben Clark Training Center
3423 Davis Avenue
Riverside, CA 92518
(951) 486-2800

Moreno Valley Campus
16130 Lasselle Street
Moreno Valley, CA 92551-2045
(951) 571-6100

● **RCCSO**
3845 Market Street
Riverside, CA 92501
(951) 222-8595

◆ **Culinary Academy**
1155 Spruce Street
Riverside, CA 92502
(951) 955-3311

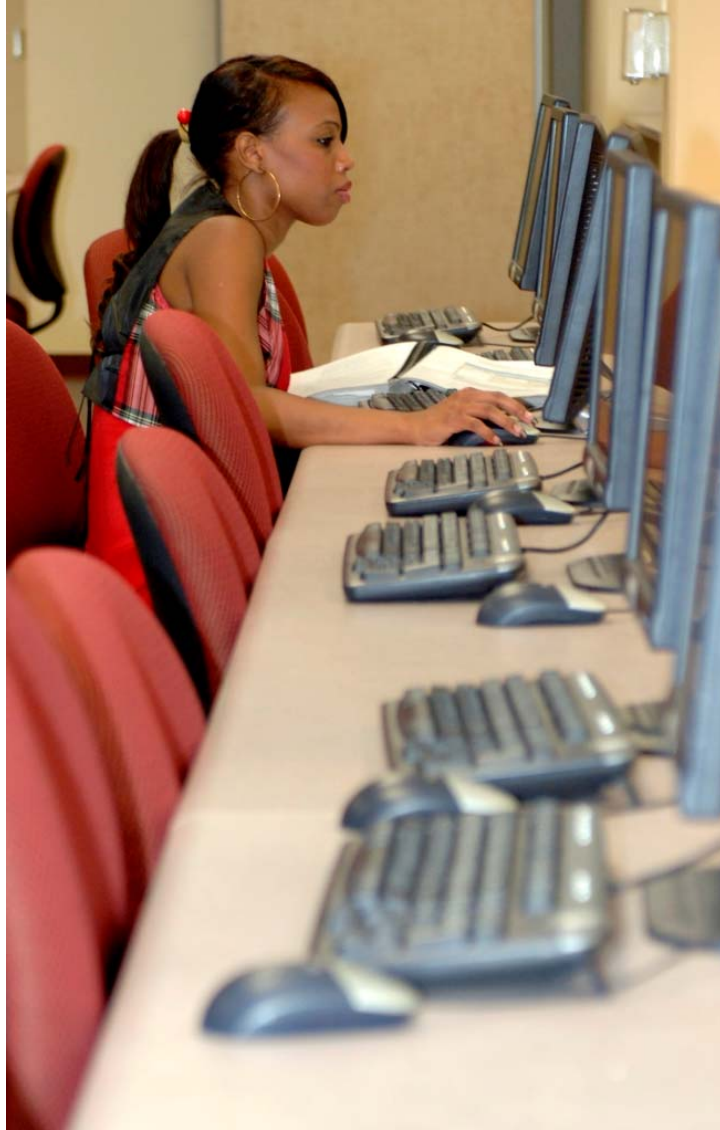
▲ **March Dental Education Center**
23801 "N" Avenue, Bldg 2995
Riverside, CA 92518
(951) 571-6433

● **March Education Center**
March Air Reserve Base
14745 Riverside Drive
Riverside, CA 92518
(951) 571-6100 ext. 4601

○ **Rubidoux High School**
4250 Opal Street
Riverside, CA 92509
(951) 328-3881

Appendix E





Off Campus Sites

Riverside City College offers instruction at literally dozens of sites within and outside of its immediate service area. Some of these sites serve the needs of specific programs: the clinical sites necessary to the nursing program extend even beyond the boundaries of the district in order to meet the needs of students in that program. The Culinary Program is located at the Spruce Street facility. Several Physical Education courses are offered at off-campus sites (bowling alleys and other activity-specific facilities). The Rubidoux annex was opened in the 2006-7 academic year both to meet the needs of that distinct community and to launch an early college initiative. Counseling courses are offered at local high schools. Upward Bound courses are offered at the University of California, Riverside. The number, range, and geographic breadth of these centers offers one more indication of the commitment of Riverside City College to meet the diverse educational needs of its community.

Air Force Village West
17050 Arnold Drive
Riverside 92518

Alta Vista Healthcare Center
9020 Garfield Street
Riverside 92503

Alvord High School
3606 Pierce St.
Riverside 92503

Arlington High School
2951 Jackson Street
Riverside 92503

Arlington Lanes Bowling Alley
7100 Arlington Avenue
Riverside 92503

Arrowhead Regional Medical Center
400 North Pepper Avenue
Colton 92324

Bobby Bonds Sport Complex
2060 University Ave.
Riverside 92507

Casa Blanca Learning Center
2985 Madison
Riverside 92504

Central City Lutheran Mission
1354 North G Street
San Bernardino 92405

Chapman Convalescent Hospital
4301 Caroline Court
Riverside 92506

Community Care & Rehabilitation Center, Jurupa
4070 Jurupa Avenue
Riverside 92506

Community Care on Palm
4768 Palm Avenue
Riverside 92501

Community Health Services Agency
4065 County Circle Drive
Riverside 92503

Community Hospital of San Bernardino
1805 Medical Center Drive
San Bernardino 92411

Corona Family Care Center
505 South Buena Vista
Corona 92882

Corona Regional Hospice and Home Health
730 Magnolia Avenue
Corona 92879

Corona Regional Medical Center
800 South Main Street
Corona 92882

Country Villa Riverside Healthcare Center
4580 Palm
Riverside 92501

Culinary Academy
1151 Spruce Street
Riverside 92507

Cypress Gardens Convalescent Hospital
9025 Colorado Avenue
Riverside 92503

DaVita Corona Dialysis Center
1820 Fullerton Avenue Suite 180
Corona 92881

DaVita Riverside Dialysis Clinic
4361 Latham Street, Suite 100
Riverside 92501

DaVita Valley View Dialysis Clinic
26900 Cactus Avenue
Moreno Valley 92555

Grand Terrace Healthcare Center
12000 Mt Vernon Avenue
Grand Terrace 92313

H Street Clinic Office, Central City Lutheran Mission
1329 North "H" Street Suite 1354
San Bernardino 92405

Heartland Home Health Care & Hospice
1700 Iowa Avenue Suite 280
Riverside 92507

Hemet Family Care Center
880 North State Street
Hemet 92543

Hemet Valley Medical Center
1117 East Devonshire Avenue
Hemet 92543

Hernandez Family Home for Medically Fragile
Children
1566 Heather Lane
Riverside 92504

J. W. North High School
1550 3rd Street
Riverside 92507

Jurupa Family Care Center
9415 Mission Blvd
Riverside 92509

Jurupa Valley High School
10551 Bellegrave Avenue
Mira Loma 91752

Kaiser Permanente Medical Center
10800 Magnolia Avenue
Riverside 92505

La Sierra High School
4145 La Sierra
Riverside 92505

Lincoln High School
4341 Victoria Avenue
Riverside 92505

Loma Linda University Medical Center
11234 Anderson Street
Loma Linda 92354

Loma Linda University Medical Center Staff
Development
11255 Mt View Avenue Suite 11
Loma Linda 92354

March Education Center
14745 Riverside Drive
Riverside 92518

Martin Luther King High School
9301 Wood Road
Riverside 92508

Menifee Valley Medical Center
28400 McCall Blvd
Sun City 92586

Moreno Valley Community Hospital
27300 Iris Avenue
Moreno Valley 92555

Norte Vista High School
6585 Crest Ave
Riverside 92503

Palm Terrace Care Center
11162 Palm Terrace Lane
Riverside 92505

Parkview Community Hospital Medical Center
3865 Jackson Street
Riverside 92503

Poly High School
5450 Victoria Avenue
Riverside 92504

Ramona High School
7675 Magnolia Avenue
Riverside 92504

Redlands Community Hospital
350 Terracina Boulevard
Redlands 92373

Riverside Center for Behavioral Medicine
5900 Brockton Avenue
Riverside 92506

Riverside Community Hospital
4445 Magnolia Avenue
Riverside 92501

Riverside County Department of Mental Health
9990 County Farm Road
Riverside 92503

Riverside County Regional Medical Center
26520 Cactus Avenue
Moreno Valley 92555

Riverside County Regional Medical Center -
Arlington Campus (ITF)
9990 County Farm Road Suite 1
Riverside 92503

Riverside Golf Club
1011 Orange
Riverside 92501

Riverside Medical Clinic – Corona
818 & 830 Magnolia Avenue
Corona 92879

Riverside Medical Clinic - Eye Care Center
6780 Indiana Avenue Suite 250
Riverside 92506

Riverside Medical Clinic - Jurupa Office
6250 Clay Street
Riverside 92509

Riverside Medical Clinic - Main Center
3660 Arlington Avenue
Riverside 92506

Riverside Medical Clinic - Surgery Center
7160 Brockton Avenue
Riverside 92506

Riverside Medical Clinic - Urgent Care
6405 Day Street
Riverside 92507

Riverside Neighborhood Health Center
7140 Indiana Avenue
Riverside 92504

Rubidoux Annex
4250 Opal Street
Riverside 92509

San Antonio Community Hospital
999 San Bernardino Road
Upland 91786

Sherman Indian High School
9010 Magnolia Avenue
Riverside 92503

St Bernardine Medical Center
2101 North Waterman Avenue
San Bernardino 92404

Tender Loving Care Incorporated
1650 Iowa Avenue, Suite 100
Riverside 92507

Totally Kids Specialty Healthcare
1720 Mountain View Avenue
Loma Linda 92354

University of California, Riverside
900 University Avenue
Riverside 92507

VA Loma Linda Healthcare System
11201 Benton Street
Loma Linda 92357

Villa Healthcare Center
8965 Magnolia Avenue
Riverside 92503

Visiting Nurses' Association of the Inland Counties
6235 River Crest Drive, Suite L
Riverside 92507

Vista Pacifica Enterprises
3674 Pacific Avenue
Riverside 92509

Vista Pacifica Enterprises
3662 Pacific Avenue
Riverside 92509