RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

Board of Trustees - Regular Meeting
Board of Trustees Governance Committee, Teaching and Learning Committee, Planning and Operations Committee, Facilities Committee and Resources Committee
Tuesday, February 05, 2019 6:00 PM
District Office, Board Room, 3801 Market Street, Riverside, CA 92501

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

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

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

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

II. PUBLIC HEARING (NONE)

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

IV. BOARD COMMITTEE REPORTS
   A. Governance
      1. Reordering and Renumbering of the Board Policy and Administrative Procedure System
      Information Only
   B. Teaching and Learning
      1. Inland Empire Guided Pathways Planning Summit
      Information Only
   C. Planning and Operations
      1. Functional Map Update
      Information Only
      2. Resolution No. 35-18/19 - Local Hazard Mitigation Plan
      The Committee to review Resolution 35-18/19 to adopt the RCCD segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan.

D.   Resources

    1.   Presentation for FY 2019-20 Governor's Budget Proposal
       Information Only

E.   Facilities (None)

V.   OTHER BUSINESS
(NONE)

VI.   CLOSED SESSION

A.   Pursuant to Government Code Section 54956.8, Conference with Real Property Negotiator; Property known as APN 249120018; Agency Negotiator: Aaron S. Brown - Vice Chancellor, Business and Financial Services
Recommended Action to be Determined.

VII.   ADJOURNMENT

Agenda Item (III-A)

Meeting	2/5/2019 - Committee
Agenda Item	Chancellor's Report (III-A)
Subject	Chancellor's Communications
College/District	District
Information Only	

Background Narrative:

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

Prepared By: Wolde-Ab Isaac, Chancellor

Attachments:

None.

Agenda Item (IV-A-1)

Meeting	2/5/2019 - Committee
Agenda Item	Committee - Governance (IV-A-1)
Subject	Reordering and Renumbering of the Board Policy and Administrative Procedure System
College/District	District
Information Only	

Background Narrative:

The Chancellor has envisioned an architecture of Board Policies (BP) and Administrative Procedures (AP) that is more functional and provides more clarity of responsibility than the current system. One issue has been that a number of APs have not had corresponding BPs. This draft links stand-alone APs to appropriate BPs, and the system has been made more uniform in presentation. The draft organizes BP/APs by area of internal responsibility, and includes signposting for more intuitive interaction.

Prepared By: Wolde-Ab Isaac, Chancellor
        Patrick Pyle, General Counsel

Attachments:

Renumbering Presentation

Reordering and Renumbering of the Board Policies and Administrative Procedure System

Presented by: Patrick Pyle, General Counsel

Chapter 3. General Institution

3050 Institutional Code of Professional Ethics
3100 Organizational Structure
3110 Organization Definitions/Terminology
3200 Accreditation
3225 Institutional Effectiveness
3250 Institutional Planning
3280 Grants
3281 Grants - Federally Funded Guidelines
3282 Grants - Time and Effort Reporting For Federally Funded Grants
3283 Grants - Cost Transfers
3284 Grants - Participant Support Costs
3285 Grants - Implementation
3286 Grants - Subaward Monitoring
3300 Public Records Requests and Subpoenas
3310 Records Retention and Destruction
3315 Criminal Offender Record Security
3410 Nondiscrimination
3420 Equal Employment Opportunity
3430 Prohibition of Harassment and Retaliation
3435 Handling Complaints of Unlawful Discrimination, Harassment or Retaliation
3440 Service Animals
3445 Handling Accommodations for Persons with Disabilities for Non Classroom-Related Activities
3447 Reasonable Accommodation Process for Employment
3500 Campus Safety
3501 Campus Security and Access
3505 Disaster Preparedness-Emergency Operations Plan
3505B Emergency Pay
3505C Disaster Service Worker
3506 Academic Emergency Procedures for Significant Events
3510 Workplace Violence and Safety
3515 Reporting of Crimes
3516 Registered Sex Offender Information
3518 Child Abuse Reporting
3519 Elder Abuse Reporting
3520 Local Law Enforcement
3530 Weapons on Campus
3540 Sexual and Other Assaults on Campus
3550 Drug Free Environment
3551 Drug Prevention Program
3560 Alcoholic Beverages
3570 Smoking on Campus
3600 Auxiliary Organizations
3710 Intellectual Property and Copyright
3720 Computer and Network Use
3725 Establishing and Maintaining Web Page Accessibility
3750 Use of Copyrighted Material
3810 Claims Against the District
3820 Gifts
3950 Naming of Facilities

RCCD BP/AP Restructuring

		Former Number
Chapter 1: The District		
1000	The Riverside Community College District	1100
1005	District Mission	1200
1010	Board Membership	2010
1015	Student Trustee	2015
1100	Board Elections	2100
1110	Vacancies on the Board	2110
1200	Board Duties, Responsibilities and Privileges	2200
1210	Officers	2210
1220	Committees of the Board	2220
1305	Annual Organizational Meeting	2305
1310	Regular Meetings of the Board	2310
1315	Closed Sessions	2315
1320	Special, Emergency and Adjourned Meetings	2320
1330	Quorum and Voting	2330
1340	Agendas	2340
1345	Participation at Board Meetings	2345
1355	Decorum at Board Meetings	2355
1360	Minutes	2360
1365	Recording	2365
1410	Policy and Administrative Procedure	2410
1430	Delegation of Authority to Chancellor and Presidents	2430
1431	Chancellor Selection	2431
1432	Chancellor Succession	2432
1435	Evaluation of Chancellor	2435
1510	Participation in Local Decision Making	2510
1610	Presentation of Initial Collective Bargaining Proposals	2610
1710	Conflict of Interest	2710
1712	Conflict of Interest Code	2712
1713	Gifts of Tickets and/or Passes	2713
1715	Code of Ethics Standards of Practice	2715
1716	Political Activity	2716
1717	Personal Use of Public Resources	2717
1720	Communications Among Board Members	2720
1725	Board Member Compensation	2725
1730	Health and Welfare Benefits	2730
1735	Board Member Travel	2735
1740	Board Education	2740
1745	Board Self-Evaluation	2745
1750	Board Member Absence from State	2750
1800	Institutional Code of Professional Ethics	3050
1810	Organizational Structure	3100
1810[A]	Organization Definitions/Terminology	3110
1820	Public Records Requests and Subpoenas	3300
1825	Records Retention and Destruction	3310
1830	Claims Against the District	3810
1835	Alcoholic Beverages	3560
1840	Auxiliary Organizations	3600
Chapter 2: Academic Affairs		
2000	Academic Rank	4000
2005	Academic Senates	4005
2010	Academic Calendar	4010

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CURRENT

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NEW

2020	Program, Curriculum and Course Development	4020
2021	Program Discontinuance	4021
2022	Course Approval	4022
2023	Minimum Class Size	4023
2025	Criteria for Associate Degree and General Education	4025
2026	Philosophy and Criteria for International Education	4026
2030	Academic Freedom	4030
2040	Library and Other Instructional Support Services	4040
2050	Articulation	4050
2060	Delineation of Functions Agreements	4060
2070	Course Auditing and Auditing Fees	4070
2100	Graduation Requirements for Degrees and Certificates	4100
2102	Career & Technical Programs	4102
2103	Work Experience	4103
2104	Contract Education	4104
2105	Distance Education	4105
2106	Nursing Programs	4106
2220	Standards of Scholarship	4220
2222	Basic Skills/Developmental Education (Remedial Coursework)	4222
2225	Course Repetition	4225
2225[A]	Repeatable Courses	4227
2225[B]	Course Repetition – Significant Lapse of Time	4228
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2230	Grading and Academic Record Symbols	4230
2230[A]	Pass & No Pass	4232
2231	Grade Chances	4231
2235	Credit by Examination	4235
2240	Academic Renewal	4240
2250	Probation, Dismissal and Readmission	4250
2255	Dismissal and Readmission	4255
2260	Limitations on Enrollment: Pre-Requisites, Co-Requisites and Advisories	4260
2270	Attendance Reporting	4270
2300	Field Trips and Excursions	4300
2400	Community Education Services	4400
2500	Accreditation	3200
2525	Institutional Effectiveness	3225
2550	Institutional Planning	3250
2610	Instructional Service Agreements	4610
2630	Career and Technical Program Customer Fees	4630
2710	Intellectual Property and Copyright	3710
2720	Computer and Network Use	3720
2720[A]	Establishing and Maintaining Web Page Accessibility	3725
2750	Use of Copyrighted Material	3750

Chapter 3: Student Services
For student matters involving Computer and Network Use, please see Chapter 2. For student matters involving Parking, Campus Safety, Disaster Preparedness, and District Police, please see Chapter 5. For student matters involving Fingerprinting, the Prohibition of Harassment and Retaliation, Service Animals, Accommodations for Non-Classroom Activities, and Nondiscrimination, please see Chapter 6.

3010	Admissions	5010
3011	Admission and Concurrent Enrollment of High School and Other Young Students	5011
3012	International Students	5012
3013	Students in the Military	5013
3015	Residence Determination	5015
3020	Non Resident Tuition	5020

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3030	Student Fees	5030
3031	Instructional Materials Fees	5031
3035	Withholding of Student Records	5035
3040	Student Records, Directory Information and Privacy	5040
3040[A]	Student Records: Preferred Names and Gender	5041
3045	Student Records: Challenging Content and Access Log	5045
3050	Matriculation	5050
3052	Open Enrollment	5052
3055	Enrollment/Registration Priorities	5055
3055[A]	Registration Priorities	5056
3075	Course Adds and Drops	5075
3110	Counseling	5110
3120	Transfer Center	5120
3130	Financial Aid	5130
3140	Disabled Student Programs and Services	5140
3150	Extended Opportunity Programs and Services	5150
3160	Student Employment	5160
3200	Student Health Services	5200
3205	Student Accident Insurance	5205
3210	Communicable Disease	5210
3300	Student Equity	5300
3400	Associated Students Organization	5400
3405	Student District Consultation Council	5405
3410	Associated Students Elections	5410
3420	Associated students Finance	5420
3430	Extra-Curricular Activities	5430
3500	Standards of Student Conduct	5500
3500[A]	Student Discipline Procedures	5520
3500[B]	Student Grievances Process for Instruction and Grade Related Matters	5522
3500[C]	Student Grievance Process for Matters Other than Instruction, Grades or Discipline	5524
3550	Speech: Time, Place and Manner	5550
3570	Student Credit Card Solicitations	5570
3610	Voter Registration	5610
3700	Athletics	5700
3800	Bookstore(s)	5800
3850	Vending Machine	5850
3900	Prevention of Identity Theft in Student Financial Transactions	5900

Chapter 4: Institutional Advancement and Economic Development

4010	Grants	3280
4010[A]	Grants – Federally Funded Guidelines	3281
4010[B]	Grants – Time and Effort Reporting for Federally Funded Grants	3282
4010[C]	Grants – Cost Transfers	3283
4010[D]	Grants – Participant Support Costs	3284
4010[E]	Grants – Implementation	3285
4010[F]	Grants – Subaward Monitoring	3286
4200	Gifts	3820
4400	Naming of Facilities, Events and Programs	3950
4500	News Media	4600

Chapter 5: Business and Financial Services

5100	Delegation of Authority	6100
5150	Designation of Authorized Signatures	6150
5200	Budget Preparation	6200
5250	Budget Management	6250
5300	Fiscal Management	6300

NEW

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5300[A]	Fiscal Management – Cash Equivalent Aid	6301
5307	Debt Issuance and Management	6307
5320	Investments	6320
5340	Bids and Contracts	6340
5340[A]	Bids and Contracts Under the UPCCAA	6345
5340[B]	Contracts – Capital Construction	6350
5340[C]	Change Orders – Delegation of Authority	6352
5340[D]	Contracts – Electronic Systems and Materials	6360
5340[E]	Contracts – Accessibility of Information Technology	6365
5400	Audits	6400
5520	Security for District Property	6520
5550	Disposal of Surplus Personal Property	6550
5600	Capital Construction	6600
5700	Use of Facilities	6700
5700[A]	Use of Aquatics Complex	6705
5740	Citizens' Bond Oversight Committee	6740
5750	Parking	6750
5775	Sustainability/Environmental Responsibility	6870
5800	Campus Safety	3500
5801	Campus Security and Access	3501
5805	Disaster Preparedness – Emergency Operations Plan	3505
5805[A]	Academic Emergency Procedures for Significant Events	3506
5806	Emergency Pay	3505B
5807	Disaster Service Worker	3505C
5810	Workplace Violence and Safety	3510
5815	Reporting of Crimes	3515
5818	Child Abuse Reporting	3518
5819	Elder Abuse Reporting	3519
5820	Local Law Enforcement	3520
5830	Weapons on Campus	3530
5840	Sexual and Other Assaults on Campus	3540
5840[A]	Registered Sex Offender Information	3516
5850	Drug Free Environment	3550
5860	Criminal Offender Record Security	3315
5870	Smoking on Campus	3570
5900	Travel Expenses	6900
5905	Itemized Expense Reimbursement (Non-Travel)	6905
5907	District-Paid Meals and Refreshments	6907
5950	District Police	7600

Chapter 6: Human Resources and Employee Relations
For employee matters involving Computer and Network Use, please see Chapter 2. For employee matters involving Parking, Disaster Preparedness, Campus Safety, and District Police, please see Chapter 5.

6100	Commitment to Diversity	7100
6110	Delegation of Authority	7110
6120	Recruitment and Hiring	7120
6120[A]	Academic and Classified Administrators Recruitment and Hiring	7120a
6120[B]	Classified and Classified-Confidential Recruitment and Hiring	7120b
6120[C]	Full-Time Faculty Recruitment and Hiring	7120c
6120[D]	Part-Time Faculty Recruitment and Hiring	7120d
6120[E]	Temporary/Casual Long-Term Faculty Recruitment and Hiring	7120e
6120[F]	Employment of Professional Experts	7120g
6120[G]	Verification of Eligibility for Employment	7125
6120[H]	Fingerprinting	7337
6121	President Recruitment and Hiring	7121
6126	Applicant Background Investigations and Reference Checks	7126

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3120	Transfer Center	5120
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3150	Extended Opportunity Programs and Services	5150
3160	Student Employment	5160
3200	Student Health Services	5200
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4010	Grants	3280
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4010[D]	Grants – Participant Support Costs	3284
4010[E]	Grants – Implementation	3285
4010[F]	Grants – Subaward Monitoring	3286
4200	Gifts	3820
4400	Naming of Facilities, Events and Programs	3950
4500	News Media	4600

Chapter 5: Business and Financial Services

5100	Delegation of Authority	6100
5150	Designation of Authorized Signatures	6150
5200	Budget Preparation	6200
5250	Budget Management	6250
5300	Fiscal Management	6300

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2100	Graduation Requirements for Degrees and Certificates	4100
2102	Career & Technical Programs	4102
2103	Work Experience	4103
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2250	Probation, Dismissal and Readmission	4250
2255	Dismissal and Readmission	4255
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2270	Attendance Reporting	4270
2300	Field Trips and Excursions	4300
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2525	Institutional Effectiveness	3225
2550	Institutional Planning	3250
2610	Instructional Service Agreements	4610
2630	Career and Technical Program Customer Fees	4630
2710	Intellectual Property and Copyright	3710
2720	Computer and Network Use	3720
2720[A]	Establishing and Maintaining Web Page Accessibility	3725
2750	Use of Copyrighted Material	3750

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3015	Residence Determination	5015
3020	Non Resident Tuition	5020

Questions?

Agenda Item (IV-B-1)

Meeting	2/5/2019 - Committee
Agenda Item	Committee - Teaching and Learning (IV-B-1)
Subject	Inland Empire Guided Pathways Planning Summit
College/District	District
Information Only	

Background Narrative:

The Inland Empire Guided Pathways Planning Summit presentation provides an update regarding the March 4-5, 2019 Summit at Riverside Convention Center. Hosted by Riverside Community College District and Chaffey College, this Summit provides the foundation for the development of a 5-year implementation plan attracting a consortia of private funders. Funding for the Summit comes from a $194,000 College Futures Foundation grant awarded to the District for "rethinking and re-engineering the existing college infrastructure to ensure student success via Guided Pathways."

Prepared By: Wolde-Ab Isaac, Chancellor
Susan Mills, Vice Chancellor Educational Services and Strategic Planning
Monica Green, Vice President, Planning and Development, RCC

Attachments:

Inland Empire Guided Pathways

Inland Empire Guided Pathways Planning Summit Update

BOARD OF TRUSTEES TEACHING AND LEARNING COMMITTEE MEETING

FEBRUARY 5, 2019

RCCD | **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

Inland Empire Guided Pathways Planning Summit Goal

Galvanize and support the 14 colleges in dissemination, adoption, and implementation of the Guided Pathways Framework to help each college rethink and re-engineer existing college infrastructure to ensure student success

Inland Empire Guided Pathways Planning Summit Outcomes

➤ Establish common understanding of guided pathways

➤ Make the case for guided pathways

➤ Provide strategies for implementation of partnerships

Inland Empire Guided Pathways Planning Summit Deliverables

➤ Lay the groundwork for 5-year implementation plan

➤ Develop an infrastructure for the Inland Empire Consortium

➤ Strengthen partnerships

➤ Formulate strategies for financial sustainability

Planning Summit Participants

Antelope Valley College*

Barstow College

Chaffey College

Copper Mountain College**

Moreno Valley College

Norco College

Riverside City College

Cerro Coso Community College*

College of the Desert

Crafton Hills College

Mt. San Jacinto College

Palo Verde College

San Bernardino Valley College

Victor Valley College

*College outside of Region 9
**Unable to participate

IEGP Summit Planning Group

Chaffey College and Riverside Community College District

College Presidents

Academic Affairs Vice Presidents

Academic Senate Presidents

Guided Pathways Faculty Leadership

Student Services Vice Presidents

College Futures Foundation

Growing Inland Achievement

College Futures Foundation Planning Grant Goal

$194,000 Planning Grant awarded to, "Rethinking and re-engineering the existing college infrastructure to ensure student success via Guided Pathways"

Goal:

Lay the foundation for and develop a fundable implementation plan that increases the speed of adoption and adaptation of the Guided Pathways framework to significantly increase student success (graduation, transfer, and employment) by participating colleges

Principal Investigator: Dr. Wolde-Ab Isaac

Co-Principal Investigators: Dr. Henry Shannon and Dr. Susan Mills

Inland Empire Guided Pathways PLANNING SUMMIT

March 4-5, 2019

Riverside Convention Center
3637 5th Street, Riverside, CA

www.ieguidedpathways.com

Inland Empire Guided Pathways Planning Summit

Monday, March 4
8 am - 9 pm
*(reception and dinner starting at 5:30 pm
with regional partners)*
Tuesday, March 5
8 am - 2 pm
Location:
Riverside Convention Center
3637 5th St, Riverside, CA 92501

For more information email: guidedpathways@rccd.edu

**Rethinking and re-engineering the existing college infrastructure
to ensure student success via Guided Pathways**

Planning Summit National Presenters

The National Center for Inquiry & Improvement, LLC

➢ Dr. Robert Johnstone

➢ Dr. Kay McClenney

➢ Dr. Davis Jenkins

➢ Ms. Kathy Booth

Planning Summit Agenda At-A-Glance

MONDAY, MARCH 4, 2019 (8:00 – 5:00)

➢ Opening Plenary Session: Guided Pathways 101

➢ Why Guided Pathways?

   COLLEGE TEAM STRATEGY - Pillar 1 &4

➢ STUDENT VOICES PANEL

   Choosing A Path to a Career and Choosing Classes

   Systems and/or Barriers

➢ Equity Practices and Students - Pillar 2 & 3

➢ COLLEGE TEAM STRATEGY - Making Sense and Moving Forward

Planning Summit Agenda At-A-Glance

MONDAY EVENING, MARCH 4, 2019 (5:30 – 9:00)

Evening Reception and Dinner Program

Facilitated by Kathy Booth, Davis Jenkins, Kay McClenney, Rob Johnstone, and Laura Hope

Fireside Chat: Eloy Oakley* (CCCCO), Kim Wilcox (UCR), Tomas Morales (CSUSB), Wolde-Ab Isaac (RCCD), Henry Shannon (Chaffey), Judy White (RCOE) Ron Ellis (CalBaptist)

Strengthening Partnerships Panel: Discussion with our partners from the 4-year universities and K-12 school districts with our community leaders in attendance.

* Awaiting confirmation

Planning Summit Agenda At-A-Glance

TUESDAY, MARCH 5, 2019 (8:00 – 2:00)

➢Leveraging the Data Around Us

➢Strategic Planning Utilizing Data from RCC, Norco, and Chaffey

➢COLLEGE TEAM STRATEGY - Data Discovery with Partner Colleges

➢Resources & Support: Assessing Conditions for Change

➢PLENARY: Develop Infrastructure for Inland Empire Consortium

Inland Empire Guided Pathways Planning Next Steps

➢ Develop 5-year implementation plan

  Goal to increase the adoption of the Guided Pathways framework and institutional transformation of Inland Empire colleges to positively impact student success and equity resulting in increased graduation, transfer, and living wage attainment while reducing unit accumulation and time to goal attainment.

➢ Develop infrastructure for Inland Empire Consortium

➢ Seek funding from consortia of private funders including College Futures, Irvine Foundation, Gates, etc.

Thank you for the Board support.

QUESTIONS

Agenda Item (IV-C-1)

Meeting	2/5/2019 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-1)
Subject	Functional Map Update
College/District	District
Information Only	

Background Narrative:

Staff will present information for the Board's review on the District's functional mapping efforts in connection with development of the new District Strategic Plan.

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

Attachments:

02052019_Functional Map Presentation
02052019_RCC Self Evaluation Function Map 2014
02052019_Functional Map – Standard I
02052019_Functional Map – Standard II
02052019_Functional Map – Standard III
02052019_Functional Map – Standard IV

Functional Map Update

District Strategic Plan
Organizational Structures and Processes Team

February 5, 2019

In April 2017, the District Strategic Planning Council embarked on the process to develop a new District Strategic Plan. To accomplish this, the following six teams were formed.

- Team A - Prior Plan Review and Assessment

- Team B - Environmental Scan and Analysis

- Team C - Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

- Team D - Mission/Vision/Values/Strategic Themes Analysis

- Team E - Organizational Structures and Processes

- Team F - Writing

Updating the Functional Map was included under Team E – Organizational Structures and Processes, the scope and goals of which are as follows:

- Review current organizational, decision-making, and shared governance structures within the Riverside Community College District

- Develop a model for vertical and horizontal alignment of plans from all district entities

- Integrate district-wide committees into the planning model

- Integrate/map board committees into the planning model

- Create a system of delegated responsibilities between entities consistent with the Functional Map undergoing revision

- Design a monitoring/assessment/evaluation system to ensure the new District Strategic Plan undergoes formative and summative evaluation

The Organizational Structures and Processes Team consists of the following membership:

- ❖ Wolde-Ab Isaac, Chancellor

- ❖ Mark Sellick, Professor, Political Science

- ❖ Peggy Campo, Associate Professor, Faculty Anatomy/Physiology

- ❖ LaTonya Parker, Associate Professor, Counseling

- ❖ Kathleen Sell, Associate Professor, English

- ❖ Aaron Brown, Vice Chancellor, Business & Financial Services

Functional Map

- The development of an updated Functional Map is critical to the District's organizational structures and processes to delineate the functional areas and responsibilities of District Office and each of the three colleges.

- The Functional Map Task Force (FMTF) was formed to perform a comprehensive analysis of the existing functional areas and to roles and responsibilities between and among the three colleges and the district office. The FMTF consisted of the following membership initially, and then added members as necessary for their functional area expertise.

Functional Map Task Force Membership and Contributors:

❖ Vice Chancellor, Business & Financial Services – Aaron Brown

❖ Vice Chancellor, Education Services & Strategic Planning – Susan Mills

❖ Vice Chancellor, Human Resources & Employee Relations – Terri Hampton

❖ Vice President's, Academic Affairs – Carlos Lopez (MVC), Samuel Lee (NC), Carol Farrar (RCC)

❖ Vice President's, Business Services – Nathaniel Jones (MVC), Michael Collins (NC), Chip West (RCC)

❖ Vice President's, Student Services – Dyrell Foster (MVC), Monica Green/Kaneesha Tarrant (NC),

FeRita Carter (RCC)

❖ Associate Vice Chancellor, Information Technology & Learning Services – Christopher Blackmore

❖ Professor, Political Science (RCC) – Mark Sellick

❖ Professor, Psychology (MVC) – Travis Gibbs

❖ Associate Professor's, English – Melissa Bader (NC), Kathleen Sell (RCC) , Tucker Amidon (RCC)

Functional Map Task Force Membership and Contributors *(continued):*

❖ Administrative Assistant, Business Services (MVC) – Laurie Crouse

❖ Administrative Assistant (RCC) – Natalie Halsell

❖ Instructional Production Specialist (NC) – Ruth Leal

❖ Controller – Melissa Elwood

❖ Director, Business Services – Majd Askar

❖ Director, Facilities (MVC) – Robert Beebe

❖ Interim Director, Facilities (NC) – Javier Sierra

❖ Director, Facilities, Maintenance & Operations (RCC) – Mehran Mohtasham

❖ Director, Human Resources & Employee Relations – Diana Torres

❖ Director, Risk Management, Safety & Police – Michael Simmons

Functional Map

- The Functional Map Task Force (FMTF) included in the last Institutional Self Evaluation Report (ISER) was very basic.

- It included only rudimentary descriptions of the functional areas and only identified whether or not the function was a Primary, Secondary or Shared responsibility of the College and/or District Office.

- Excerpt of the Functional Map from 2014 ISER follows:

Standard III: Resources

B. PHYSICAL RESOURCES Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
• To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

Functional Map

- The challenge was to take the very basic Functional Map and substantially enhance it so it was more useful for RCCD. FMTF ultimately decided to utilize a format that showed the functional areas and areas of responsibility aligned with the Accreditation Standards.

- The members were charged with completing their respective areas of responsibility in each functional area. The members quickly learned that more functional area expertise was needed and that sub-groups should be formed, where necessary, to devote more time to each area.

- The subgroups established multiple meetings and were tasked with identifying the functional areas and then writing detailed responsibilities for each for both the Colleges and the District Office.

- As an example, a sample of the functional area for Standard III.B is shown.

Standard III: Resources

B. PHYSICAL RESOURCES

1.   The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2.   The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

3.   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.

4.   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Function	District Office	Colleges
Facilities Planning	PRIMARY RESPONSIBILITY: 1. Serves as the single-point of contact between the colleges' and State Chancellor's Office. 2. Provides guidance and support services to the colleges. 3. Processes and serves as lead agency on development plans subject to Division of State Architect (DSA). 4. Keeps up-to-date on major facility planning and development issues to guide and serve the needs of the colleges. 5. Provides training to the colleges in the understanding of state standards for the 5 year CCP. 6. Serves as the lead for California Environmental Quality Act (CEQA). 7. Coordinates and reviews facility and real estate property leases and acquisitions, licenses, easements and agreements. 8. Monitors scheduled maintenance PFP compliance, including FUSION input.	PRIMARY RESPONSIBILITY: 1. Plans an implements timely scheduled maintenance projects. IN COLLABORATION WITH THE DISTRICT: 1. Facilitates and participates in the development of campus/college master plans for facilities based upon the requirements specified and/or developed in conjunction with the college educational master plans. 2. Evaluates and selects professional services consultants as needed and prepares selection packages and information for professional services. 3. Provides input regarding development of facilities to meet long-term needs. 4. Develops district wide standards and guidelines. 5. Provides support and guidance for compliance, use and development of best practices.

10. Claims funds from the State and provides compliance guidance and support to the colleges.

IN COLLABORATION WITH THE COLLEGES:
1. Facilitates and participates in the development of campus/college master plans for facilities based upon the requirements specified and/or developed in conjunction with the college educational master plans.
2. Evaluates and selects professional services consultants as needed and prepares selection packages and information for professional services.
3. Provides input regarding development of facilities to meet long-term needs.
4. Develops district wide standards and guidelines.
5. Provides support and guidance for compliance, use and development of best practices.
6. Provides policy development and periodic facility planning and development updates to the Board of Trustees.
7. Evaluates plans and construction projects called for in the College's Educational and Facilities Master Plans.
8. Develops projected costs of long-range plans and funding strategies.
9. Assures program review drives resource requests and allocations in accordance with the institution's mission, goals and values.
10. Processes master plans to the Board of Trustees; and assures facility conditions, infrastructure needs, and planning needs in accordance with facility master plans.

6. Provides policy development and periodic facility planning and development updates to the Board of Trustees.
7. Evaluates plans and construction projects called for in the College's Educational and Facilities Master Plans.
8. Develops projected costs of long-range plans and funding strategies.
9. Assures program review drives resource requests and allocations in accordance with the institution's mission, goals and values.
10. Processes master plans to the Board of Trustees; and assures facility conditions, infrastructure needs, and planning needs in accordance with facility master plans.
11. Leads and coordinates the development of the district-wide Five Year Capital Construction Plans (CCP) and the associated Initial Project Proposals and Final Project Proposals, pursuant to the State Education Code and State Chancellor's office standards and requirements.
12. Processes the five-year CCP (IPP and FPP) to the board of Trustees and files with the State Chancellor's office; including entering and accounting for data and project requirements in the FUSION system.
13. Identifies needed elements to be included in each project to meet the project to meet the goals and objectives in accordance with master plans.
14. Develops TCO analysis, facilitates the evaluation of existing structures in need of maintenance, and the necessity of new and replacement structures as determined by long-range plans.
15. Prepare PFP's and provides prioritization of items.

- The draft functional map has been discussed with the District Strategic Planning Council.

- All four draft functional maps have been posted to the District Strategic Planning Council website.
    - Link: https://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/StrategicPlanning.aspx

- Input from all stakeholders is welcome and encouraged.
    - Please email suggested changes or comments, no later than February 28, 2019, to Vice Chancellor, Aaron Brown at Aaron.Brown@rccd.edu.
    (Changes in file should be identified in different color font or typed directly in email.)

Riverside Community College District
Function Map January 2013 Revisions

The District/College Relationship

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

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

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

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

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

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

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

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

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

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

Standard I: Institutional Mission and Effectiveness

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

Standard II: Student Learning Programs and Services

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

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

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

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

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

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

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
  a. General Information
  b. Requirements
  c. Major Policies Affecting Students
  d. Locations or publications where other policies may be found.
	P	S

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. *The three colleges share an application and placement instruments; validation of the instruments occurs across the district.	S	P
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. *Each of the colleges is responsible for maintaining, storing, and managing their own records. The District manages one administrative system, Datatel, and maintains a secure back up of records and files.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these	P	S

		College	District
evaluations as the basis for improvement.			

C. LIBRARY AND LEARNING SUPPORT SERVICES

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

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

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

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

B. PHYSICAL RESOURCES Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	**District**
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	P	S

	College	District
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	P	S
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	P	S
• To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

C. TECHNOLOGY RESOURCES
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	P	S

D. FINANCIAL RESOURCES
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development,

maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources' planning is integrated with institutional planning. Once the District receives its allocation from the state, the District and colleges engage in a collaborative process which utilizes the agreed-upon Budget Allocation Model (BAM) to allocate financial resources. Each college is then responsible for managing its own financial resources.

	College	District
1. The institution's mission and goals are the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	P	S
c. Appropriate financial information is provided throughout the institution, in a timely manner.	S	P
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	P	S

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

Standard IV: Leadership and Governance

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

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

delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.		
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P

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

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. MISSION

1.   The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

2.   The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

3.   The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

4.   The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Function	District Office	Colleges
Mission Review	1. The District's Mission (The 3 colleges and the district office) is reviewed by the District Strategic Planning Council as the District Strategic Plan is developed. 2. The mission is revised by the District Strategic Planning Council as plans are updated.	1. Each college has the responsibility to periodically review, revise, and approve its mission, vision, and values.
Mission Alignment	1. The District mission drives the programs and services provided to the colleges and guides resource allocation and goal settings for the District Strategic Planning and District Budget Advisory Councils. 2. The District Office presents the mission to the Board of Trustees as a component of District Strategic Planning. 3. The District Office of Institutional Research presents data and reports relevant to the District's mission to Board of Trustees annually. 4. The District Office of Institutional Research compiles data for internal and external environmental scans for strategic planning purposes.	1. Each college uses their program review processes, along with local governance approval processes, in reviewing data and aligning mission, vision, and values with program offerings, etc. The program review process includes the review and evaluation of data. Additional data and reports are provided to inform strategic planning processes at the discipline, department, and college levels.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Mission Approval	1. The District Office prepares the Board agenda to take the District and college mission statement to the Board of Trustees for approval.	1. The Board of Trustees approves the mission, vision, and values. Local and District governance approval is followed by each of the colleges.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Function	District Office	Colleges
Monitor	1. Monitors and reports on strategic planning milestones.	1. Program review, student learning outcomes, equity, and strategic planning reports provide monitoring, including on-going dialogue with strategic planning processes, governance, and campus communities.
Evaluate	1. Evaluates student achievement versus strategic planning targets.	1. Evaluate data and progress with respect to targets, institution set standards, etc. Identify achievements and gaps. Includes on-going dialogue with strategic planning processes, governance, and campus communities.
Assess	1. Assesses its planning processes and makes changes where necessary.	1. Assess processes including strategic planning, program review, outcomes and assessment, curriculum quality, student equity, etc. and make changes as necessary, including on-going dialogue with strategic planning processes, governance, and campus communities.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Institutional Effectiveness

5.   The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

6.   The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

7.   The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

8.   The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

9.   The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Function	District Office	Colleges
Institutional Research	1. Provides information and data support to district academic and administrative committees, strategic planning, and enrollment management, with particular emphasis on student equity and strategic planning in alignment with its mission. 2. Provides leadership and coordination to the District Institutional Research Coordination Committee, which meets monthly to facilitate and collaborate with the District's research resources. If a project spans each of the colleges, the District Office coordinates with each of the colleges to gather and present college-level data.	1. Each college provides its own research, reports, etc to inform assessment, strategic planning, and discipline, department, and college-wide decisions in alignment with each college's mission.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

	3. Presents district-level research findings to the Board of Trustees.	
Assessment of Outcomes Data	1. Through its program review process, District Services develops service area outcomes and assesses these to determine areas for improvement.	1. Each college has the primary responsibility of evaluating learning outcomes and identifying areas for improvement. Assessment results are reported in the annual assessment report and the annual ACCJC report.
Evaluating the Processes and Institution-set Standards	1. District Services has begun an analysis of business processes as part of the ERP procurement process. Various process improvements are discussed in VPSS, VPAA, DEMC, DSPS, etc., and when appropriate, acted upon. Regular monitoring of milestones and evaluation of targets occurs as part of the district strategic planning process.	1. In coordination with the other colleges, Student Learning Outcomes (SLO's) are created. Programs establish Program Learning Outcomes (PLO's). Both are approved through the curriculum committee process. Also, see the Academic Quality section for additional information regarding this function.
Program Review (Also included in Standard II.A.)	1. The District Office annually completes program reviews for its administrative offices. 2. The District Office coordinates each of the colleges' program review committee chairs as necessary to provide communication and alignment with mission, vision, and values.	1. Each college ensures all programs complete periodic program reviews to align their initiatives and projects with each college's Strategic Plan. Each college uses the plans to integrate college-level planning and communication in alignment with the mission and institution-level goals.
Equity	1. The District has equity as one of its six strategic planning goals, and equity is a focus in every meeting, discussion, and decision. The District Strategic Plan has milestones and targets for equity strategies.	1. Each college has the primary responsibility to review and implement strategies to close equity gaps including monitoring and evaluating equity data and creating and implementing an equity plan.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Strategic Planning	1. The Colleges and the District Office share the responsibility for Strategic Planning. Each of the college's strategic plans informs the District Office's strategic plan.	1. The colleges and the District Office share the responsibility for Strategic Planning. Each college must develop its own Strategic Plan, but coordination with the other colleges and with the District is important. Each college's plan should inform the District Offices Strategic plan.
Integration of Planning	1. The District Office provides the framework for and ensures the communication of planning across the three colleges as well as within the District Office administrative functions. This includes coordinating cross-college meetings and committees.	Each college creates and implements its operational plans in alignment its mission and strategic plans.

Institutional Integrity

1.   The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

2.   The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote).

3.   The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

4.   The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

5.   The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

6.   The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

7.   In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

8.   The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

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

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

11.   Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

12.   The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

13.   The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

14.   The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Function	District Office	Colleges
Review of Institutional Policies and Procedures	1. District Services coordinates a review of all Board of Trustees policies and administrative procedures in coordination with shared governance groups. Policies and procedures are submitted to the Board of Trustees for approval.	1. Assesses and improves its policies and procedures in collaboration with the District Office and participation in shared governance groups.
Data Reporting	1. The District Office has secondary responsibility for this standard. Ensure that each college has the technology needed to meet this standard. While reporting occurs at the District level, each college shares the responsibility for	1. Each college has the primary responsibility to undergo and maintain accreditation as well as inform program review, assessment, strategic planning, and the evaluation of Institutional Effectiveness.

	evaluating and advising the District on the context and appropriate use of the data to inform District-Level discussions. All data reported to the Chancellor's Cabinet and Board of Trustees is be reviewed by the Colleges prior to being presented.	
College Publication Accuracy (Catalog, handbook, schedule of classes, websites)	1. Responsible for the administrative process of initiating the review and revisions, including the development of the timeline and monitoring the progress, coordinating the curriculum inclusion for shared curriculum, and producing the final products. 2. The MLA Handbook, HR publications, financial handbooks, etc. are the responsibility of the District Office to update as needed.	1. Ensures compliance by reviewing and revising publication content for accuracy. Admissions & Records ensures that data released is done per FERPA guidelines and/or internal RCCD policies.
Accreditation	1. The District Office supports accreditation efforts, but the primary responsibility is at each college. The offices for finance, facilities, information technology, and human resources are shared across the district and each of the colleges coordinate with the district office to report and assess the standards for these accreditation processes. 2. The District Office coordinates with the Board of Trustees and each of the colleges on Accreditation Standard IV.	1. Each college participates independently in the accreditation process. The colleges are the accreditation body -- and the District Office supports their work. 2. The offices of finance, facilities, information technology, and human resources are shared across the district and each of the colleges coordinate with the district office to report and assess the standards for these accreditation processes.

Standard II: Student Learning Programs and Support Services

A. INSTRUCTIONAL PROGRAMS

1.   All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

2.   Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

3.   The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

4.   If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

5.   The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

6.   The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

7.   The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8.   The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

9.   The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

10.   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.

Standard II: Student Learning Programs and Support Services

11.   The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12.   The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13.   All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14.   Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15.   When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16.   The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Function	District Office	Colleges
Program/Course Development Offered in fields consistent with mission and higher ed Culminate in achievement of SLOs, degree, certificate, employment, transfer	1. Once programs and courses are approved by the College Curriculum Committee, District Curriculum Committee reviews and approves/denies before sending them forward as primarily an information item to the Chancellor's Cabinet, who then adds them to the Board agenda for final approval by the Board 2. Educational Services participates in the District Curriculum Committee, conducts administrative review of programs and courses; and inputs program and course data on Colleague, COCI, and CurriQnet Meta.	1. Program and course development and revision is initiated by discipline faculty at each college. This process relies primarily on discipline and department faculty but is done through mutual dialogue and consideration with administration. 2. The Instructional Programs Support Coordinator (ISPC) at each college, under the direction of the VP Academic Affairs, facilitates the process of program and course development and revision through the activities of the college Curriculum Committee. NOTE: (MVC and NC only --

	3. Review of programs and courses includes the following components (Colleges also check this. District makes final check): a) Proposed Courses and Programs meet requirements for entry in the state Chancellor's Inventory (COCI); Enrollment restrictions; Transferability status; C-ID status; Basic skills status; Repeatability; Material fees; b) Program units required for completion are appropriate for award type; c) Program's impact on existing General Education (GE) requirements, graduation requirements, Areas of Emphasis, and certificates; d) Courses in programs are approved and reviewed for appropriate prerequisite, co-requisite, cross-listing, long and short title, description, credit type, units of credit, correct units for program completion, sufficient hours, current texts and materials, and appropriate codes (TOP, SAM, CID, etc.) NOTE: Program initiation is the responsibility of faculty at the colleges. However, the District may, through its broad perspective of RCCD's role within the region, have programs of study which it feels that one of its colleges could offer. In this case, the District Educational Services Vice Chancellor may facilitate dialogue and discussion for the initiation of a program, working in close relationship with faculty and administration at one or more of its colleges. This process, according to the curricular and program approval process, still rests primarily with discipline expertise from faculty at the colleges.	RCC does not have an IPSC and relies upon the District Educational Services Instructional Support Coordinator /Curriculum). NOTE ALSO: This process is changing and the college IPSCs are taking on a larger role by directly inputting and revising program and course data in Colleague, COCI, and Meta. The District Educational Services Instructional Support Coordinator /Curriculum is focusing on final quality control for data entry rather than being responsible for data entry. 3. Once developed, programs and courses are modified by discipline faculty to ensure relevance. 4. Once approved by the college Curriculum Committee, programs and courses are considered and approved by the District Curriculum Committee, on which the Curriculum Chair of the respective College is a representative member. 5. Approved programs and courses are then forwarded to the District Chancellor's Cabinet for final review before being added to the Board agenda for formal approval. 6. The College President is available to answer any questions about program and course proposals/revisions. At this stage, senior administration and District Curriculum President may discuss issues related to need, cost, labor market, transfer, regional issues, access, equity. The purpose of discussion at this point is to gather information, not to determine whether the program or course should be forwarded to the Board for approval. NOTE: Discussions related to need/feasibility/mission -appropriateness, etc. occur at the college Curriculum Committee, College Executive Cabinet, and District Curriculum Committee. Once programs and courses are approved by the District

Standard II: Student Learning Programs and Support Services

	e) While the District has an interest in discussing where programs should be concentrated (locating specific programs at one district college and not at another), each college is responsible for determining if it has the need and resources to support or develop a particular program of study. In all cases, programs and courses must be aligned with the District mission and be consistent with the mission of the college and of demonstrable need to the college community and/or region. f) The Board of Trustees provides final approval for all courses and programs 4. Once Programs and Courses have been approved by the Board, District Educational Services submits them to the State Chancellor's Office for approval and inclusion on COCI. This final step is transitioning to the colleges. College Curriculum Specialists are being trained for this activity.	Curriculum Committee, it would be rare to deny approval by the Chancellor's Cabinet or the Board.
2. Faculty ensure instructional quality	1. Human Resources and Educational Services ensures that the colleges complete Improvement of Instruction evaluations for all required faculty on a timely basis. 2. Academic Senate representatives from each college support instructional quality by participating in the district Academic Senate and providing recommendations to the Board on academic and professional matters. 3. Academic Senate representatives from each college support instructional quality by participating in the District Curriculum Committee. The District Curriculum Committee provides a venue for information sharing and coordination for the three college's shared curriculum.	1. Primary responsibility to develop and assess programs, courses, and instruction. 2. Colleges Program Review Committees facilitate the process of timely program review and the evaluation of the program review process. At Norco College, every discipline is reviewed on a 3-year cycle. 3. The program review process requires the review of all discipline courses and programs for currency. If data reveal an opportunity for improvement, Course Outlines of Record are revised as needed. If resources are needed to improved program and course outcomes, the program review process facilitates resource requests.

4. Based on Board policy on curriculum, the district curriculum committee maintains a shared curriculum across the district. Courses offered at more than one college are considered "District Courses" and the course offerings are similar experiences for students, regardless of which college the course is offered. 5. RCCD provides District-wide a curriculum management system called CurriQNET, which facilitates course development, modification, inclusion, deletion and approval (from the authoring stage through board and state approval). 6. Staff and tech support is provided through the Education Services office. 7. The District curriculum committee ensures curricular standards are maintained. 8. Once Board approved, Education Services staff submits the course outline proposals to the State Chancellor's Office for approval. 9. Currently Programs of Study (majors, ADTs, GE patterns, certificates, etc.) and their required coursework are NOT housed in CurriQnet. POS currently resides in Colleague and there is no crosscheck system with CurriQnet to ensure that the two systems are aligned. 10. Currently Catalog data for the three colleges is housed in a variety of systems and locations such as CurriQnet, Colleague, COCI, the text version developed by District Creative Services, local files of college catalog specialists and admin assistants, curriculum committee chairs, board minutes, articulation officer files, as well as in shadow systems developed by college managers.	4. Through the Program Review process, discipline and program of study faculty examine course performance data disaggregated by demographic categories. Equity gaps are noted and faculty are prompted for course/program/instructional improvements intended to close identified equity gaps. 5. Each college develops its own processes to ensure that assessment drives future course, program, and instruction modifications and improvements. 6. Deans of Instruction at each college ensure that syllabi for all course preparations taught by faculty each semester are submitted and stored in the syllabus library. The Academic Senate, through the college Curriculum Committees, provides a syllabus shell that ensures that required language is included on syllabi. Information such as TBA hours, Materials Fees, Disability Accommodations, Student Learning Outcomes is listed on syllabi. 7. Norco College utilizes a Faculty Guide for guidelines for student assessment and faculty improvement of instruction SHARED RESPONSIBILITY 1. All three colleges participate in the negotiation of the faculty contract and abide by the improvement of instructions processes outlined in the contract. 2. Regular evaluation and improvement of all instructional programs and processes, including Assessment of SLO's, Curriculum development and approval process, Program Review process, and Distance Education approval process. 3. Catalog development is transitioning to the colleges and will increasingly be the primary responsibility of the college.

	11. District Program Review Committee meets to discuss college program reviews and processes.	
3. Outcomes assessment and evaluation at all levels	1. The District offers a platform—TracDat and provides technology support (would like to see the District support greater functionality of TracDat for an economy of scale).	1. Each college has primary responsibility to assess programs and courses and develops its own processes to ensure that assessment drives future curricular and program modifications as well as decision making processes. 2. SLO and Administrative Unit assessment is regularly conducted by the three colleges at all levels of institutions: course, discipline, program of study, area, and college. Course Outlines of Record (COR) and all Course syllabi. 3. All CORs list SLOs. At NC, syllabus shells are maintained for all courses and list current SLOs and GELOs. 4. At Norco College, each year the Institutional Effectiveness office evaluates the assessment process. 5. The colleges participate in the negotiation of the faculty contract and abide by the improvement of instructions processes outlined in the contract. The improvement of instruction process refers to participation in SLO assessment.
4. Pre-collegiate Preparation	1. The District Office is developing the role it plays regarding placement policies and alignment across the three colleges.	1. Each college determines pre-collegiate requirements but also maintains consistency with the shared curriculum of the three colleges. Pre-collegiate courses have largely been eliminated, as has the requirement for assessment testing in ENGL, MAT, and REA at the three colleges. Consistent with AB 705 and MMAP requirements, each of the three colleges now offer pre-collegiate coursework as co-requisite courses to college-level English and MAT. While a selection of pre-collegiate courses may still be offered (credit and noncredit modality), they are not required as part of a program of study.

Standard II: Student Learning Programs and Support Services

5. Program of Study compliance and consistency	1. District Curriculum Committee shares the responsibility with the college curriculum committees to ensure that courses and programs of study meet minimum standards and comply with Title 5 and state CCCCO requirements.	1. Curriculum committees and program review processes ensure rigor and appropriate scholarship. 2. Curriculum committees ensure that courses and programs of study comply with Title 5 requirements and guidance from the ASCCC Program and Course Handbook (PCAH). 3. Articulation for all general education courses is sought with both private and public four-year institutions, including institutions that are part of both the UC and CSU systems (see ASSIST.org). 4. The colleges participates in the California state-wide Course Identification (C-ID) Numbering System project (C-ID Website), which coordinates the development of new courses (the alignment of existing ones) to best meet the expectations of the universities. 5. As C-ID course descriptors are developed, the three college's faculty work in collaboration with their articulation officers to determine if alignment to these descriptors is in the best interest of students and to ensure the colleges' transfer curriculum meets the most current expectations of its transfer partners. This ensures that the College curriculum is reviewed and updated for appropriate quality. 6. CTE disciplines review courses and programs regularly to ensure that the programs prepare students according to industry standards. CTE disciplines establish advisory boards consisting of local industry partners and are also part of regional consortiums. Advisory boards work with CTE faculty to offer expert advice and input for curriculum development. Annual industry summits allow discipline faculty and advisory board members the opportunity for dialogue and feedback regarding the currency and relevancy

Standard II: Student Learning Programs and Support Services

		of courses and programs at the colleges. In addition, Perkins-funded programs must conduct reviews every two years.
'6. Course Scheduling	1. In collaboration with the colleges, develops the timeline for scheduled development and through Web Services generates and publishes the course schedule to ensure regulatory compliance with course coding, activation of courses, etc. 2. District Enrollment Management Committee makes recommendations on scheduling patterns and provides FTES targets to colleges--these affect college course scheduling decisions.	1. Responsible for class scheduling practices, which include development of 2-year rotations for courses in programs of study, pathway development, enrollment management guidelines. 2. At Norco College, the Academic Planning Council (department chairs) works with deans of instruction to develop class schedules per locally adopted priorities and program needs and opportunities. 3. Articulation officers and counselors and curriculum committee are involved in this process.
7. Instructional Delivery Mode Variety supporting equity of success	1. Supports quality and professional development of web-enhanced, hybrid, and online delivery methods by employing part-time or full-time instructional designers for each college. 2. The district supports the implementation of the guided pathways and the formation of meta-major-based student success teams.	1. Offer face-to-face, web-enhanced, hybrid, and online delivery of its courses deciding on the number and variety of modes offered. 2. Responsible for ensuring that its curriculum, through approved curricular processes, evaluates its delivery methods. Currently, assessment of existing delivery methods (face-to-face, hybrid, or strictly online) is addressed when alternative methods of delivery are used. 3. Provides learning support services such as tutoring, supplemental instruction, directed learning activities, embedded tutoring, intrusive counseling, school-based (or cluster-based or meta-major-based) cross-functional pathways success teams.
8. Discipline Examinations	None	1. Primarily responsible for having a process to validate the effectiveness of department-wide course and/or program examinations. When a common exam is created or revised, the test is validated in three ways: disproportionate impact

8

		analysis, cultural impact and student learning outcome mapping. If disproportionate impact is found, further investigation will take place to see if it is due to instructional practices or the test itself. Steps are then taken to mitigate the disproportionate impact. 2. Responsible for conducting cultural impact studies (when required) to test for cultural impact on newly created exams.
9. Course Credit Awarding Standards	1. The District Curriculum Committee ensures that all courses developed or modified by the colleges follow the guidelines of the ASCCC Program and Course Approval Handbook (PCAH) to ensure consistency with the norms described in the standard.	1. Ensures that all courses and instructional programs have and assess learning outcomes, periodically reviewed and (as necessary) revised by faculty workgroups, and made explicit in the local college catalogs. 2. At Norco College, GE SLOs function as institutional SLOs and as a proxy for the UC/CSU intersegmental general education learning outcomes.) All courses in the GE program have been mapped to the original GE outcomes. 3. Curriculum committees follow the guidelines of the ASCCC Program and Course Approval Handbook (PCAH) to ensure consistency with the norms described in the standard.
Transfer of Credit Policies	1. Supports articulation and transfer standards through the district curriculum committee. 2. Submits approved courses to COCI and ASSIST.	1. Manage the curriculum and program development process locally to ensure that courses articulate and transfer, in compliance with Ed Code, Title V, the PCAH, CSU GE and IGETC requirements, board policies and procedures, and in collaboration with the District Curriculum Committee and the office of Education Services at the District. 2. Maintain procedures and publications that clarify transfer opportunities and factors such as: a) Waive GE requirements when Bachelor Degree previously earned – NC catalog pages 38-39, BP/AP 4100 b) Credit By Examination – catalog pages 46-47, BP/AP 4235

		c) Credit for Extra-Institutional Learning – catalog page 47 d) Military Credit – catalog page 47 e) International Baccalaureate (IB) – general education course credit – catalog page 48 f) Advanced Placement (AP) and College Level Examination Program (CLEP) – credit towards general education and subject credit – catalog pages 46 & 49-57 g) High School and ROP - catalog pages 48 and 80-82, BP/AP 4235 h) Process for official evaluation – catalog page 6 i) CSU GE and IGETC requirements – catalog pages 73-77 and on both the assist.org and Norco College Transfer Center website, also on Counseling Department wall as handouts. j) Requirements to transfer to CSU, UC and Private Universities – pages 60-62 of the catalog and on the transfer center website k) Associate Degrees for Transfer (ADT) – catalog pages 62-72 and on Transfer Center website, also on Counseling Department wall as handouts. l) Counseling website - https://www.norcocollege.edu/services/counseling/Pages/index.aspx m) Transfer Center website - https://www.norcocollege.edu/services/counseling/transfer/Pages/index.aspx n) Course Identification Numbering System (C-ID); Norco College currently has 213 approved courses which align with other institutions in CCC and CSU Systems - https://www.c-id.net/courses catalog pages 62 & 118 o) UC/CSU transferability designations on course descriptions – Catalog pages 118 and 120-197

Standard II: Student Learning Programs and Support Services

		p) ASSIST - http://www.assist.org/web-assist/welcome.html
11. Student Learning Outcomes	None	1. Incorporate general education learning outcomes (GELOs) adopted by the district curriculum committee. GELOs address each of the competencies described in the standard. Link to the GELOs: https://www.rccd.edu/administration/educationalservices/Pages/geSLO.aspx
12. General Education Component in Programs of Study	1. In collaboration with the colleges through the District Curriculum Committee, Educational Services manages the curriculum and program development process.	1. Manage the curriculum and program development process locally to ensure that programs of study incorporate a strong general education core (as is consistent with the guidelines expressed in the ASCCC PCAH), they do so in collaboration with the District Curriculum Committee and the District Office of Education Services.
13. Interdisciplinary Core Component in Programs of Study	1. In collaboration with the colleges through the District Curriculum Committee, Educational Services manages the curriculum and program development process.	1. Manage the curriculum and program development process locally to ensure that programs of study incorporate a strong interdisciplinary core component (as is consistent with the guidelines expressed in the ASCCC PCAH), they do so in collaboration with the District Curriculum Committee and the District Office of Education Services.
14. Professional Competencies	1. In collaboration with the colleges through the District Curriculum Committee, Educational Services manages the curriculum and program development process.	1. Manages the curriculum and program development process locally to ensure that CTE programs of study incorporate professional competencies, they do so in collaboration with the District Curriculum Committee and the District Office of Education Services.

Standard II: Student Learning Programs and Support Services

15. Program Discontinuance and Students	None	1. Program discontinuance is a college decision, and rests primarily with discipline expertise and faculty. College support of programs is vital, and is well established during the development process, and this development process includes the "cost of ownership" required to maintain the viability of the program. Colleges may not unilaterally discontinue a program. This discontinuance of programs begins with faculty, generally in response to changing regional, technological, or academic requirements. The same effort and energy required to develop a program is expected in the process of program discontinuance.
16. Program Evaluation	1. The District has secondary responsibility for the evaluation of degree patterns.	1. Has primary responsibility for evaluating each of the degree and certificate patterns that it offers.

Standard II: Student Learning Programs and Support Services

B. LIBRARY AND LEARNING SUPPORT SERVICES

     1.   The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

     2.   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.

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

     4.   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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Function	District Office	Colleges
1. Provide Library and Learning Support Services	None	College are responsible for this.
2. Maintain Educational Equipment and Materials.	None (except the functions provided by RCC)	College are responsible for this, but must reply on RCC staff member Shannon Hammock to submit book orders. Colleges also must rely on him for some cataloging

Standard II: Student Learning Programs and Support Services

		functions. This needs to happen at the colleges independently.
3. Evaluate Library and Learning Support Services in meeting student needs.		College are responsible for this.
4. Maintain agreements with other libraries for shared resources.		College are responsible for this.

Standard II: Student Learning Programs and Support Services

C. STUDENT SUPPORT SERVICES

1.   The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

2.   The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

3.   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.

4.   Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

5.   The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

6.   The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

7.   The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

8.   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.

Function	District Office	Colleges
1. Evaluate the Quality of Student Support Services	Distance Education Support Services; IT Support for New Student Support Technologies	Student Services Mission - 3-year review cycle; Annual review of Inventory of Service Delivery for Students; Annual program review cycle; Student Services Program Review

Standard II: Student Learning Programs and Support Services

		Data Reports (Semester-by-Semester); Accreditation Survey; Student Surveys; Student Focus Groups; On-line Student Support Services
2. Assess and Improve Learning Support Outcomes		'Colleges conduct Diversity Climate Survey; CCSSE; Annual program review cycle; Student Services Program Review Data Reports (Semester-by-Semester); Student Satisfaction Survey (annual); Student Success and Support Program Plan; Student Equity Plan; Student Success and Support Program Plan; Annual review of Inventory of Delivery of Services for Students; Counseling Program Review; Guidance program review; Transfer Center Program Review; Counseling Department Meeting Minutes.
3. Equitable Access of Student Support Services	District provides Distance Education Support Services; facilitates Canvas contract and ongoing professional development supporting DE.	Colleges conduct Student Success and Support Program Plan; Student Equity Plan; Annual review of Inventory of Delivery of Services for Students; Mandatory orientation,

		assessment, counseling for all first time students; Mandatory orientation, assessment, counseling for all first time students; DRC/DSS Reasonable accommodations; 508 Compliance; Student Diversity Climate Survey; Off-site Student Support Services (BCTC).
4. Co-curricular and Athletics Programs	District provides support for International Students (RCCD has responsibility with regard to implementation of the SEVP. Under RCCD each of the three colleges are listed as being approved sites for International Students)	Colleges conduct Student Life program review; Athletics program review; Associated Students Senate; Student Clubs and Organizations; Accreditation Survey; CCSSE; Athletics eligibility requirements under Admissions & Records; International Center (responsible for A&R of all international students holding a student visa; outreach for the SEVP program for the district and for each college)
5. Counseling and Advising Services		Colleges conduct Counseling Program Review; Guidance Program Review; Student Success and Support Program Plan; Transfer Center Program Review; Counseling

Standard II: Student Learning Programs and Support Services

		Department Meeting Minutes; College catalog; Student Handbook; Online Counseling Training - PrepTalk; Orientation; Academic Advising; Graduation & Transfer
6. Admissions, Access, and Pathways Completion	Secondary Responsibility: Legal Counsel Review; Chancellors' Cabinet; Board Approval; The colleges currently download (on a rotating basis) all incoming college applications district-wide. This is a district function, performed by the colleges.	Admissions Annual Program Review; Mandatory Orientation, Assessment, Counseling for all first time students; College catalog; Applicable Board Policies and Procedures; Matriculation Process; Registration; Residency; Graduation; Change of Information; Scanning Transcripts; Transcript Requests; Enrollment Verifications. Admissions and Records ensures that records are kept per Title 5 regulations and that information released is FERPA compliant at all times.
7. Evaluate Assessment/Placement Instruments	District facilitates data upload; District-wide Placement Instrument Validation	College responsible for Admissions and Assessment Center Annual Program Reviews; Content validation Studies; Disproportionate Impact Studies; evaluate admissions

		practices/colleges determine placement practices; Academic Renewals, military transcript evaluations, AP/CLEP/IB processing and diploma printing/mailing/processing. Veterans' Services certify veterans and their dependents to receive benefits through the VA. Works with TRIO to provide support for students. Refers students to various resources both within the college and the greater community. Provides safe space for veterans. Ensures equitable access via priority registration and fair treatment for all veterans.
8. Maintains Secure Student Records	District oversees maintenance of Board Polices and Administrative Procedures 3300, 3310, 3720, 4231, 5035, 5040, and 5045	Colleges maintain records according to established Board Policies; Admissions and Records ensures that records are kept per Title 5 regulations and that information released is FERPA compliant at all times.

Standard III: Resources

A. HUMAN RESOURCES

1.   The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2.   Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

3.   Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4.   Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

5.   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.

6.   The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

7.   The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

8.   An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

9.   The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

10.   The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

11.   The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

12.   Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

13.   The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Standard III: Resources

14.   The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

15.   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.

Function	District Office	Colleges
Human Resources - Administration and Reporting	1. Provides strategic leadership in all areas of human resources and employee relations, including compliance with related laws and regulations, maintenance of personnel files, dissemination of information, and guidance to all constituency groups. Administration 2. Via participatory governance, develops and implements new policies, procedures, rules and regulations related to employment. The District manages, interprets, and administers HR policies and procedures and ensures compliance with state and federal legislation. Reporting 3. The District prepares specialized human resources information services reports related to a variety of HRER functions (MIS, staffing levels, compensation data, etc.) and initiates, enters, updates, audits a variety of HRER forms for all employee/employment related data (PANS, Intents to Hire, Etc.).	1. The college leadership, including bargaining unit representatives in assisting the District in implementing applicable board policies, administrative procedures, processes, and regulations related to HRER. 2. Through participatory governance, the colleges collaborate with District to modify, revise, and improve applicable board policies, admin procedures, and processes by providing feedback.
Benefits Administration	1. Administers, manages, and maintains the District's health and welfare programs, negotiates health and welfare benefits with constituency groups, administers the negotiated classified professional growth program	1. Bargaining units work with their constituency groups at each college to provide input and feedback to recommend plans, carriers, and programs related to health & welfare benefits.

	(please see professional development section), and coordinates and participates in the Employee Benefits Committee (advisory group).	2. The colleges notify the District of changes in employment status that may impact health & welfare eligibility for an employee.
Recruitment, Onboarding, and Separation	1. Implements recruitment and onboarding strategies to meet staffing needs. Recruitment 2. District directs the overall recruitment process for all classified and administrator positions (advertising, screening, coordinating interviews, reference checking, etc.). The District and the colleges collaborate to administer the recruitment process for Full-Time Faculty. 3. Ensures Equal Employment Opportunity compliance by addressing complaints and concerns related to recruitment efforts. Onboarding 4. Performs new hire processing for classified staff, FT Faculty, PT Faculty, management, and short-term/subs employees (excluding student workers). The District determines employment eligibility for all prospective candidates and communicate any concerns with the hiring college/department. The district - new hire orientation Separation	Recruitment 1. Submits recruitment requests for newly approved positions or replacements, along with committee member recommendations obtained by the hiring manager via individual selection and constituency designation. 2. The colleges administration and faculty assist the District with developing job announcements and preferred qualifications for faculty and management positions and serve as subject matter experts on recruitment committees. Faculty assist in determining equivalency for minimum qualifications for faculty via the represented equivalency committee, as established by the Academic Senate. Onboarding 3. Provides position-specific onboarding, including but not limited to, keys, electronic system access, computer systems access, office assignments, and new hire orientations. 4. In accordance to AB 119, bargaining unit groups participate in New Employee Orientation.
Classification and Compensation	Classification 1. The District maintains alignment in the classification structure by ensuring classified and management job descriptions outline essential functions, clearly define knowledge/skills/abilities for the position, and minimum	1. Recommends new and revised job descriptions to meet strategic planning and operational needs. 2. Notifies and coordinates with the District to implement reorganizations, including proper notification to impacted staff.

	qualifications are parallel to similar classifications. The District assists colleges in establishing and revising classified and management job descriptions and in complying with negotiated contract language for proposed changes. Compensation 2. Analyzes labor market compensation trends. The District ensures that employees are compensated appropriately for the responsibilities performed and negotiates general salary increases with represented groups. 3. Conducts comprehensive classification and compensation studies for classified and management positions.	3. Responsible for notifying the District of changes in work assignments and duties for proper compensation.
Employee Relations	1. Provides employee performance management assistance by assisting personnel in conducting timely evaluations, training/assisting administrators in conducting effective performance evaluations, assisting administrators in addressing performance deficiencies and responding to concerns about evaluations in accordance with policies, procedures, and bargaining unit contracts. 2. Coordinates and administers leave programs for faculty, staff, and management (advising/assisting employees in need of leave; assisting administrators in how to address attendance issues with employees).	1. Maintains accurate data and information on employees throughout the evaluation period to accurately provide feedback during the evaluation process and are responsible for implementing the negotiated evaluation process by conducting timely evaluations, discussing evaluations with employees (goals, objectives, development, areas of improvement) and submitting completed evaluations to Human Resources and Employee Relations for placement in the official personnel file. 2. Assists in the composition of the faculty evaluation committee and recommend tenure/non-tenure status. 3. The classified collective bargaining group provides representation to employees per the terms of the collective bargaining agreement and EERA (Educational Employment Relations Act).

Standard III: Resources

Labor Relations	1. Shares responsibility in collective bargaining by negotiating items that impact the terms and conditions of employment; interpreting CBA language and communicating that information to all parties. 2. Responds to, coordinates and/or facilitates requests for information made by the unions related to their members. 3. Provides grievance administration by overseeing the grievance process, reviewing and researching grievances, providing guidance for college-level responses, developing responses for District level grievances, and implementing grievance results. 4. Works with legal counsel and colleges (for information) to prepare appropriate responses to PERB and other outside agencies. 5. Provides leadership at monthly labor management meetings to address concerns impacting multiple bargaining units members so as not to allow them to turn into problems. Serves as liaison between union and colleges to troubleshoot union concerns.	1. Provides contract language feedback to Human Resources and Employee Relations and bargaining units for revisions/clarifications. The college leadership and union representatives collaborate with Human Resources and Employee Relations to resolve employee grievances by discussing possible resolutions and implementing final remedies. 2. Bring issues/concerns forward to the Human Resources and Employee Relations to discuss in labor management meetings 3. When a concern arises about a term or condition of employment at the colleges, then college leadership, bargaining units, and Human Resources and Employee Relations work to negotiate a solution. Constituency groups provide leadership at each campus to ensure member needs are met.

Standard III: Resources

Compliance	1. Oversees and coordinates Equal Employment Opportunity investigations and all complaints of unlawful/discrimination/harassment/retaliation within the District by: Receiving complaints, investigating/coordinating, reviewing reports, working with investigators, crafting administrative determinations; assisting employees in obtaining support. 2. Provides mandatory and discretionary training on sexual harassment, discrimination, sexual assault, violence against women. 3. Monitors the recruitment committee composition and applicant pools to ensure diversity compliance. 4. Develops and updates District wide Equal Employment Opportunity Plan; works along constituency groups to analyze data and 5. Responds to Equal Employment Opportunity Commission, Department of Fair Employment and Housing and Office of Civil Rights matters related to discrimination. Works with colleges to obtain applicable information. 6. Provides accommodation administration by: assisting employees with limitations to continue working; assisting applicants for employment with accommodations during the recruitment and selection process.	1. Complies with set policies, procedures, contract language, and implement required changes and report potential violations/concerns. 2. Assists in addressing investigations by providing relevant information and participating in investigation meetings. 3. Bargaining units provide representation to members pursuant to EERA and terms of the collective bargaining agreement.
Professional Development	1. Administers staff professional development and training by communicating available workshops, tracking participant enrollment numbers and participants.	1. Responsible for providing professional development opportunities to faculty, staff and management. 2. Coordinate flex activities for faculty.

Standard III: Resources

	2. Coordinates the classified professional growth program and growth funds.	3. Provide all personnel with appropriate opportunities for continued professional development, in accordance with College Professional Development Plans.

Standard III: Resources

B. PHYSICAL RESOURCES

      1.   The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

      2.   The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

      3.   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.

      4.   Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Function	District Office	Colleges
Facilities Planning	1. Serves as the single-point of contact between the colleges' and State Chancellor's Office. 2. Provides guidance and support services to the colleges. 3. Processes and serves as lead agency on development plans subject to Division of State Architect (DSA). 4. Keeps up-to-date on major facility planning and development issues to guide and serve the needs of the colleges. 5. Provides training to the colleges in the understanding of state standards for the 5 year CCP. 6. Serves as the lead for California Environmental Quality Act (CEQA). 7. Coordinates and reviews facility and real estate property leases and acquisitions, licenses, easements and agreements. 8. Monitors scheduled maintenance PFP compliance, including FUSION input.	1. Plans and implements timely scheduled maintenance projects. IN COLLABORATION WITH THE DISTRICT: 1. Facilitates and participates in the development of campus/college master plans for facilities based upon the requirements specified and/or developed in conjunction with the college educational master plans. 2. Evaluates and selects professional services consultants as needed and prepares selection packages and information for professional services. 3. Provides input regarding development of facilities to meet long-term needs. 4. Develops district wide standards and guidelines. 5. Provides support and guidance for compliance, use and development of best practices.

Standard III: Resources

	10. Claims funds from the State and provides compliance guidance and support to the colleges. IN COLLABORATION WITH THE COLLEGES: 1. Facilitates and participates in the development of campus/college master plans for facilities based upon the requirements specified and/or developed in conjunction with the college educational master plans. 2. Evaluates and selects professional services consultants as needed and prepares selection packages and information for professional services. 3. Provides input regarding development of facilities to meet long-term needs. 4. Develops district wide standards and guidelines. 5. Provides support and guidance for compliance, use and development of best practices. 6. Provides policy development and periodic facility planning and development updates to the Board of Trustees. 7. Evaluates plans and construction projects called for in the College's Educational and Facilities Master Plans. 8. Develops projected costs of long-range plans and funding strategies. 9. Assures program review drives resource requests and allocations in accordance with the institution's mission, goals and values. 10. Processes master plans to the Board of Trustees; and assures facility conditions, infrastructure needs, and planning needs in accordance with facility master plans.	6. Provides policy development and periodic facility planning and development updates to the Board of Trustees. 7. Evaluates plans and construction projects called for in the College's Educational and Facilities Master Plans. 8. Develops projected costs of long-range plans and funding strategies. 9. Assures program review drives resource requests and allocations in accordance with the institution's mission, goals and values. 10. Processes master plans to the Board of Trustees; and assures facility conditions, infrastructure needs, and planning needs in accordance with facility master plans. 11. Leads and coordinates the development of the district-wide Five Year Capital Construction Plans (CCP) and the associated Initial Project Proposals and Final Project Proposals, pursuant to the State Education Code and State Chancellor's office standards and requirements. 12. Processes the five-year CCP (IPP and FPP) to the board of Trustees and files with the State Chancellor's office; including entering and accounting for data and project requirements in the FUSION system. 13. Identifies needed elements to be included in each project to meet the project to meet the goals and objectives in accordance with master plans. 14. Develops TCO analysis, facilitates the evaluation of existing structures in need of maintenance, and the necessity of new and replacement structures as determined by long-range plans. 15. Prepare PFP's and provides prioritization of items.

Standard III: Resources

	11. Leads and coordinates the development of the district-wide Five Year Capital Construction Plans (CCP) and the associated Initial Project Proposals and Final Project Proposals, pursuant to the State Education Code and State Chancellor's office standards and requirements. 12. Processes the five-year CCP (IPP and FPP) to the board of Trustees and files with the State Chancellor's office; including entering and accounting for data and project requirements in the FUSION system. 13. Identifies needed elements to be included in each project to meet the project to meet the goals and objectives in accordance with master plans. 14. Develops TCO analysis, facilitates the evaluation of existing structures in need of maintenance, and the necessity of new and replacement structures as determined by long-range plans. 15. Prepare PFP's and provides prioritization of items. 16. Oversees and manages state requirements, updates and inputs into the State FUSION system.	
Design & Pre-Construction Services	1. Provides compliance information as to requirements such as DSA, NPDES, ADA and other construction and pre-construction services. 2. Liaison in the planning and development of facilities with planning, construction, regulatory compliance and permitting, and with environmental review agencies. 3. Provides for the management of professional services and liaisons with the colleges to assure college needs are included and understood. 4. Develops district wide programs including single or sole source resolutions (with purchasing), Project Labor	1. Ensures that designs meet program college needs and requirements, plans for minimizing construction impact on operations. 2. Ensures participation of college stakeholders in the design and preconstruction processes. 3. Ensures shared governance bodies review and provide feedback on facility designs. IN COLLABORATION WITH THE DISTRICT: 1. Participates in the pre-construction and design process, and the selection and management of consultants (i.e.

Standard III: Resources

	Agreements, Department of Industrial Relations, or other contractor/labor compliance requirements. 5. Leads all projects requiring review and approval of DSA. IN COLLABORATION WITH THE COLLEGES: 1. Participates in the pre-construction and design process, and the selection and management of consultants (i.e. architects, engineers, space planners, and environmental consultants). 2. Participates in project design and pre-construction development with the college, to use best practices and industry standards for successful development of project programming. 3. Provides technical assistance and support for the planning and development of all facility projects. 4. Leads project management team on bid preparation, effective cost estimating / value engineering, and budget understanding and control. 5. Leads the pre-qualification selection process for architects, engineers and project inspectors. 6. Prepares Board of Trustees agenda items for budget and contract approval. 7. Develops and negotiates contracts. 8. Determines the best delivery option for each project.	architects, engineers, space planners, and environmental consultants). 2. Participates in project design and pre-construction development with the college, to use best practices and industry standards for successful development of project programming. 3. Provides technical assistance and support for the planning and development of all facility projects. 4. Leads project management team on bid preparation, effective cost estimating / value engineering, and budget understanding and control. 5. Leads the pre-qualification selection process for architects, engineers and project inspectors. 6. Prepares Board of Trustees agenda items for budget and contract approval. 7. Develops and negotiates contracts. 8. Determines the best delivery option for each project.
Construction Project Management	1. Leads day-to-day project management team during construction and consults with the colleges on a regular, consistent and ongoing basis regarding project progression, issues and resolution.	1. Ensure that during construction the project meets the college needs and requirements, plans for minimizing construction impact on operations.

	2. In collaboration with the colleges, monitors all construction activities, project FF&E, and IT phases. 3. Maintains all contracts and services. 4. Monitors and oversees construction activities and contract management related to project fiscal accountability. 5. Assures contracts, agreements, budget augmentations, change orders and project closure documents are processed to the Board of Trustees. 6. In collaboration with the colleges, reviews and approves change orders and Notices of Completion. 7. Initiates and authorizes all progress payments related to projects. 8. In collaboration with the colleges, approves final payments and release of retention. 9. In coordination with the colleges leads building commissioning and facility turn over to Maintenance and Operations team to assure developed systems and operations are understood and supported; and colleges have information to proficiently and safely operate and maintain new and/or remodeled facilities.	2. Ensure participation of college stakeholders in the construction/change orders. 3. Ensure shared governance bodies review and provide feedback on progress of construction and change orders.
Capital Resource Planning & Administration	1. Develops and administers planning and strategic development to meet state capital funding criteria and external funding requirements. 2. In collaboration with the colleges, creates a district-wide capital program metrics based on the facility master plans as the basis of project development and funding priorities for resource development, including local bond authorizations.	1. Based on the colleges facility master plans, provides information necessary for securing general obligation bond authorization.

	3. Prepares reports to oversight boards and the Board of Trustees on project expenditures and budgets, and programming from bond funds.	
Facility Utilization	1. Provides and relies on state standards to evaluate and report on facility space utilization. 2. Responsible for updating college's space inventory in FUSION, relying on updates from the college and periodic review and verification of space use. 3. Coordinates with colleges to comply with State deadlines for updating space inventory in FUSION and for verification and submission of documents. 4. Provides information and training to the colleges to assure that state standards and requirements are understood and met, including cap/loads and other requirements affecting the planning and positioning for state resources. 5. Facilitates the State Chancellor's Office's Comprehensive Facilities Condition Assessment which serves as the foundation for capital construction and scheduled maintenance funding. 6. Maintains all documentation related to facilities and uploads architectural drawings to the FUSION database. 7. In coordination with the colleges, maintains the policies and procedures approved by the Board of Trustees related to facilities use, and compliance with the civic center act.	1. Provides information necessary to update in space inventory in FUSION. 2. Facilitates access to State and District personnel conducting space surveys.
Facility & Space Use/Events	IN COLLABORATION WITH THE COLLEGES: 1. Facilitates and recommends policies, procedures, and fees for the Board of Trustees regarding facility use. 2. IT coordinates backbone support for scheduling system.	1. Coordinates use of non-academic and academic spaces for internal use in accordance with district policies. 2. Coordinates and facilitates requests/rentals of non-academic and academic spaces for external use in accordance with district policies.

Standard III: Resources

	3. District staff works with college staff to schedule use of District space for internal/external use.	3. Creates and assesses ongoing procedures for facilities use. 4. Provides training on facilities use systems (e.g. 25LIve) to campus community for scheduling and reserving spaces. IN COLLABORATION WITH THE DISTRICT: 1. Serves as the functional administrator for the scheduling system (25LIve). 2. RCC staff works with the District staff to schedule use of District spaces for internal/external use.
Maintenance and Operations (Custodial, Maintenance and Grounds)	1. Provides technical assistance and support to colleges. 2. In collaboration with the colleges, facilitates the development of standards and best practices that can be applied district wide. 3. In collaboration with the colleges, coordinates best practices and dialogue on the advancement of new standards. 4. Serves repository of information on all scheduled maintenance, Prop 39 and other state funded projects and coordinates submission of all documentation on behalf of the colleges. IN COLLABORATION WITH THE COLLEGES: 1. Facilitates the development of standards and best practices that are applied district-wide. 2. Coordinates best practices and standards dialogue through the Facilities Working Group. 3. Develops and provides a Total Cost of Ownership template/tool for the colleges to use to generate a total cost of ownership for college facilities.	1. Responsible for creating and maintaining deferred maintenance database for the campus facilities and equipment. 2. Responsible for managing day-to-day maintenance and operations for all campus facilities and equipment. 3. Responsible for day-to-day operations for all campus grounds. 4. Responsible for receiving, tracking, and resolving facility and equipment maintenance requests from community members. 5. Responsible for tracking utilities costs and usage. 6. Responsible coordinating campus recycling. 7. Responsible for maintaining district-wide standards in Facilities, maintenance and operations. 8. Responsible for providing district facilities staff information on both future prioritization/planning as well as current project updates on all scheduled maintenance, Prop 39 or other state funded projects. 9. In collaboration with the district, facilitates the development of standards and best practices that can be applied district wide.

Standard III: Resources

		10. In collaboration with the district, coordinates best practices and dialogue on the advancement of new standards. IN COLLABORATION WITH THE DISTRICT: 1. Facilitates the development of standards and best practices that can be applied district-wide. 2. Coordinates best practices standards dialogue through the Facilities Working Group. 3. Develops and provides a Total Cost of Ownership template/tool for the colleges to use to generate total cost of ownership for college facilities.
Sustainability Initiatives	IN COLLABORATION WITH THE COLLEGES: 1. Assists in the planning and development of sustainable projects in accordance with strategic plans. 2. Acts as the single point of contact with State Chancellor's office to report utility usage. 3. Coordinates and facilitates the required state and federal reporting of college utilities, refuse, and AQMD reporting. 4. Explores, evaluates and implements projects that enhance sustainability efforts.	1. Provides college information, as needed, for State required reporting. 2. Ensures College complies with District and/or State requirements. IN COLLABORATION WITH THE DISTRICT: 1. Assists in the planning and development of sustainable projects in accordance with strategic plans. 2. Acts as the single point of contact with State Chancellor's office to report utility usage. 3. Coordinates and facilitates the required state and federal reporting of college utilities, refuse, and AQMD reporting. 4. Explores, evaluates and implements projects that enhance sustainability efforts.
Compliance and Safety	1. Provides leadership in disseminating information to the colleges and assures compliance with codes and standards.	'1. In collaboration with the colleges, assists and facilitates remediation of code issues to assure facilities are operated and maintained in compliance with federal, state, or local/regional requirements and for the safety of all staff, faculty and students.

	2. Provides district-wide ADA and accessibility study/plans for development and implementation of ADA Transition Plans. 3. In collaboration with the colleges, assists and facilitates remediation of code issues to assure facilities are operated and maintained in compliance with federal, state, or local/regional requirements and for the safety of all staff, faculty and students. 4. Coordinates routine facility safety inspections and evaluates the condition of its facilities and grounds. 5. In coordination with the colleges, aging and unsafe conditions are scheduled for repair/replacement/refurbishment in accordance with the College's established TCO and FMP.	2. In coordination with the colleges, aging and unsafe conditions are scheduled for repair/replacement/refurbishment in accordance with the College's established TCO and FMP. 3. Complies with applicable codes and requirements.

C. TECHNOLOGY RESOURCES

1.   Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

2.   The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

3.   The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

4.   The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

5.   The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Function	District Office	Colleges
Information Technology - Administration	1. Responsible for district-wide information delivery, infrastructure, and its supporting components as follows:	1. Develops and maintains technology plan aligned with District IT plan.

	• Strategic leadership and administration of information systems and services throughout the district; • Strategic leadership and administration of software services and development; • Supports and provides direction for computerized information applications; • Operation and maintenance of the District's data network which includes LAN, WAN, WLAN, Wifi, security, servers, and network printers; • Strategic leadership, administration and support in the design and implementation of district-wide network and communication infrastructure; • Strategic leadership, administration and support for district-wide telephone systems and technology and cell phones 2. Provides strategic leadership by chairing the Information Technology Strategic Council, a shared governance body and sub-group of the District Strategic Planning Committee. 3. Develops and maintains district technology plan and ensure it is aligned with Colleges' Technology Plans. 4. Provides and maintains key enterprise IT and communication systems and applications. 5. District provides training and support for enterprise systems and applications. 6. Implements District wide IT security plan.	
Information Technology - Academic Support	1. Keeps Technology Plan aligned with Colleges' goals and objectives for instructional areas.	1. Provides training and support for college based equipment and systems. 2. Monitors the quality and adequacy of College based IT systems and support.

Standard III: Resources

	2. Negotiates contracts for site-licensed operating systems and business application software supported by administrative apps. 3. Provides technical expertise of hardware/software specifications and approve purchases to ensure they meet district standards. 4. Provides desktop computer and mobile device connectivity support for campus students and employees. 5. Maintains system for the inventory of hardware and software assets. 6. Coordinates and responds to college needs in regards to networking, application development, and application support. 7. Supports technical needs of classroom instruction at the infrastructure level.	3. Maintains system for the inventory of hardware and software assets.
Information Technology - Applications Systems	1. Seeks buy-in and support before implementing new technologies/software programs. 2. Negotiates contracts for the Enterprise Resource Planning. 3. Coordinates with and responds to college representatives as it relates to maintenance of the Enterprise Resource Planning. 4. Maintains contact with Enterprise Resource Planning representatives regarding updates, enhancements to the Enterprise Resource Planning, and strategic direction of Ellucian Enterprise Resource Planning products. 5. Provides for strategic planning and direction regarding districtwide application systems in collaboration with college representatives. 6. Supports third party vendor applications that integrate with the Enterprise Resource Planning.	1. Communicates College needs and requirements of an effective Enterprise Resource Planning. 2. Assists with the selection and deployment of Enterprise Resource Planning application.

Standard III: Resources

	7. Apply/maintains Enterprise Resource Planning and third party software updates 8. Ensures data availability, quality, integrity and consistency. 9. Assists Educational Services and Human Resources in complying with mandated state Management Information Systems (MIS) and Federal reporting data. 10. Performs system administration for all enterprise wide administrative applications and functions.	
Information Technology - Network Administration	1. Negotiates contracts for servers, Wide Area Networks (WAN), Local Area Networks (LAN), Wireless, etc. 2. Provides for strategic planning and direction regarding districtwide network infrastructure in collaboration with college representatives. 3. Procures and maintains virtual and physical servers for academic and administrative needs. 4. Designs, implements and maintains the WAN including physical infrastructure and core network equipment. 5. Designs, implements and maintains the LAN including the physical infrastructure and building network equipment. 6. Designs, implements and maintains Wireless Network. 7. Develops mechanisms to manage network growth and Internet bandwidth usage. 8. Develops mechanisms for safe and reliable network, e.g. firewalls, antivirus, intrusion systems. 9. Responsible for backups of enterprise and departmental systems. 10. Designs, implements, and maintains the Voice Over Internet Protocol (VOIP) phone system.	1. Provides information and support as needed.

	11. Responsible for the email services, and products related to spam prevention, secure email encryption, and data loss prevention. 12. Provides secure remote access to the District network. 13. Responsible for prevention, monitoring and remediation of data breaches and data compliance requirements.	
Technology Support Services	1. Coordinates enterprise software purchases (i.e. the Microsoft campus agreements, LANDesk, etc.). 2. Serves as the point of contact for enterprise services (i.e. Apple Deployment Program for managing Apple mobile devices). 3. Provides and administers network resources (i.e. licensing servers at Norco College and the LANDesk servers at each college). 4. Administers and serves as the point of contact for the Western Data agreement for Information Technology hardware maintenance.	1. Disabled Student Programs and Services offices purchase licenses for all necessary accessibility software needed by students with disabilities. 2. Installs and maintains Information Technology and Audio Visual equipment and devices needed for instructional and administrative activities/functions. 3. Communicates to end users the availability of all approved software applications. 4. Coordinates and facilitates college software and equipment training opportunities for staff. 5. Maintains administrative and instructional Information Technology communication devices/equipment/ peripherals. 6. Participates in and support the work of Information Technology Strategy Council.
Website/Web Services	1. Provides district standards for development and use of websites in the district that adhere to district wide systems and standards including but not limited to accessibility, brand, style, etc. 2. Provides evolving user-friendly websites that promote the District. 3. Provides standard website architecture for use by colleges (Style guide). 4. Provides technical support to colleges.	1. Updates and maintains their respective pages to ensure accurate information. 2. Provides evolving user-friendly websites that promote the college in accordance with District standards and requirements. 3. Hosts calendars of meetings, agendas, minutes, and other items in compliance with accreditation and shared governance requirements.

Standard III: Resources

	5. Hosts the Board of Trustees agendas on the district website. 6. Collaborates with the colleges on administrative access rights to websites and recommended function or design changes. 7. In collaboration with Strategic Communications, creates an intranet platform for providing coordinated communication within the district.	4. Provides District with feedback regarding District website standards, framework, technology support and related functions. 5. Maintains college based infrastructure.
Academic Technology Support (Online Education, etc.)	1. Provides technical support for instructors and students using Canvas for online, hybrid and web-enhanced courses. 2. Conducts technology-related training for Canvas, including course design, guidance on online best practices, and integration of third-party applications into Canvas. 3. Creates Canvas shells and manage shell content (e.g., migration from Blackboard to Canvas, and copying and merging Canvas courses). 4. Ensures that Canvas and all third party extension operate smoothly and are available to users. 5. Maintains the Distance Education website and functionality it provides, both informationally and in the collection of requests for online course assistance from faculty.	1. Provides technical support and training for faculty, administrators, and staff in the use of assessment and program review software. 2. Provides input into technology needs for online, hybrid and web-enhanced classes and ensures that technology needs for these courses are met at the college sites. 3. Assist in technical and pedagogical training for instructors teaching in the online environment.
Help Desk	1. Operates and maintains the district-wide help desk by answering service calls, administering service tickets, and monitoring quality of IT services. 2. Provides first level technical assistance to employees via the District helpdesk. 3. Responds to IT Infrastructure issues throughout the District.	1. Maintains college based services (TSS, Facilities, Receptionist).

Standard III: Resources

Training	1. Provides training and support for enterprise systems and applications.	

Standard III: Resources

D. FINANCIAL RESOURCES

Planning

      1.   Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

      2.   The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

      3.   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.

Function	District Office	Colleges
Budget Development	Provides strategic leadership, guidance and support in the area of district-wide budget development and management for all operational Funds/Resources. 1. Reviews District and College strategic planning documents to align resource allocations to support the missions of each college for all operational Funds/Resources. 2. Establishes a detailed and comprehensive budget development calendar for all Funds/Resources to identify key dates, milestones and budget deliverables, and distribute to the colleges. 3. Prepares long-range projections fiscal viability and develop financial strategies to maintain and improve funding levels for the District.	1. Prepares all of the colleges permanent budget transfers effecting the new fiscal year for input by the District Office. 2. Calculates increases in costs of all college contracts. 3. Balances and reconciles all college budgets in each Resource. 4. Formats and realigns general fund discretionary budgets and College specific or College centered budgets such as Food Services, Child Care, etc. 5. Exercises sound budgetary discipline and stewardship. 6. Develops and maintains College level budget and resource allocation model and/or approach. 7. Allocates college resources in a manner that reflects and aligns college and district strategic priorities. 8. Provides District with College budget data and information to support the submission of the District

| | 4. Plans and coordinates the preparation of the annual District budget including revenue projections, cost estimates, and formula allocations in accordance with the District Budget Allocation Model for Resource 1000, the general operating budget for the District.
 5. In collaboration with the colleges, plan and prepares the annual budgets for college centric Resources such as Food Services, Child Care, etc. including revenue projections, cost estimates, and formula allocations.
 6. Establishes revenue budgets based on enrollment management strategic plans, equity and student success metric projections for Resource 1000.
 7. Analyzes each position to calculate personnel expenditure budget for all Funds/Resources.
 8. Provides campuses with remaining ongoing and one-time carryover allocations.
 9. In collaboration with the colleges, inputs all college and district office budgets into the District's Enterprise Resource Planning (ERP) System.
 10. Formulates annual budget assumptions for review and discussion at District Budget Advisory Committee (DBAC) and recommendations to the Chancellor for Board's approval.
 11. Oversees budget position control to track permanent, vacant, and new positions; monitors permanent salary accounts for salary savings; prepares reports related to salary and benefit costs. | Tentative and Final Budget approval to the Board of Trustees.
 9. Complies with policies and procedures.
 10. Ensures adequate internal budgetary controls for categorical/restricted funds.
 11. Produces and disseminates financial reports to College community to inform resource allocation decision-making and accountability. |

	12. Ensures compliance with applicable budgetary statutes, regulations and District policies and procedures, and financial controls. 13. Acts as a resource to College and District personnel for all budget issues and training.	
Budget Allocation Model	1. In collaboration with the Colleges and District Budget Advisory Council, participates in the development, implementation and monitoring of a budget model for the equitable, fair and transparent allocation of available resources in alignment with District and College strategic, educational and facilities master plans. 2. Ensures the allocation of resources to all entities conforms to the principles established for the Budget Allocation Model.	1. In collaboration with the District Office and District Budget Advisory Council, participates in the development, implementation and monitoring of a budget model for the equitable, fair and transparent allocation of available resources in alignment with District and College strategic, educational and facilities master plans. 2. Ensures the allocation of resources to all entities conforms to the principles established for the Budget Allocation Model.
General Obligation Bond	1. Ensures alignment with district and college strategic, educational, and facilities master plans. 2. Conducts feasibility studies for bond authorization. 3. Obtains Board authorization for conducting bond elections. 4. Conducts bond election campaigns. 5. Coordinates sizing, timing and structure of bond authorizations. 6. Coordinates sizing and timing of periodic bond issuances to coincide with cash flow needs related to construction projects. 7. Establishes, implements and monitors board policies and administrative procedures associated with bond issuances.	1. Ensure alignment with district and college strategic, educational, and facilities master plans. 2. Use bond resources for planning in accordance with established requirements, terms and/or conditions. 3. Supports and participates in bond campaign development, market analysis, voter testing and similar activities. 4. Provides periodic reports to District office, Board of Trustees, and Citizen's Bond Oversight Committee regarding ongoing College planning efforts.

Standard III: Resources

	8. Establishes, implements and monitors administrative procedures associated with allocation of bond proceeds and use of bond proceeds. 9. Establishes and adheres to bond requirements and reports to the Board of Trustees and Citizen's Bond Oversight Committee. 10. Appoints a Citizen's Bond Oversight Committee members.	
Capital Project Funds (Scheduled Maintenance, Prop 39 Projects, Prop 51 Projects, Redevelopment, La Sierra Capital, Sale of Property, 5 Year Capital Construction Plan)	1. Ensures alignment with district and college strategic, educational, and facilities master plans. 2. Conducts feasibility studies. 3. Coordinates sizing, timing and structure of funding. 4. Coordinates sizing and timing of periodic bond issuances to coincide with cash flow needs related to construction projects. 5. Establishes, implements and monitors board policies and administrative procedures. 6. Establishes, implements and monitors administrative procedures associated with use of funding. 7. Establishes and adhere to reporting requirements to external agencies and the Board of Trustees.	1. Ensures alignment with district and college strategic, educational, and facilities master plans. 2. Use resources for planning in accordance with established requirements, terms and/or conditions. 3. Provides periodic reports to District regarding ongoing College planning efforts.
Human Resources Allocation	1. Annually plans for staffing levels to align with Human Resources Strategic Staffing Plan, and district and college strategic, educational and facilities plans. 2. Aligns staffing succession plans to district and college strategic, educational and facilities master plans. 3. Ensures staffing plans are in alignment with budget allocation model resource plans.	1. Aligns college staffing plans and requests for new positions or changes to staffing plans through the strategic planning process. 2. Determines faculty, classified and management positions based on strategic plans and program review process. 3. Periodically reviews staffing levels and position FTE and makes adjustments as needed to support the work of the College in the most efficient and effective manner.

	4. Coordinates staffing plans with the Chancellor and colleges, in coordination with bargaining unit representatives for determination of number of new faculty positions, taking into consideration Full-Time Obligation Number compliance and faculty bargaining unit commitments, new programs, part-time vs. full-time ratios, etc. 5. Coordinates staffing plans with the Chancellor, colleges and district office, in coordination with bargaining unit representatives for determination of new Classified, Confidential and Management position, taking into consideration 50% Law compliance, standard staffing level goals, new programs, etc. 6. Aligns staffing plans and requests for new positions or changes to staffing plans through the strategic planning process.	4. Funds new position from college annual new base budget allocation or from realignment of existing base budget.
Funding Formula (Enrollment Management/Equity/Student Success)	1. Aligns enrollment, equity and student success targets in conjunction with strategic, educational and facilities master plans. 2. Through the District Enrollment Management Committee, recommends enrollment targets based on strategic, educational and facilities master plans using input from estimates based on funded levels of Full-Time Equivalent Students. 3. Through the District Strategic Planning Committee, recommends equity and student success targets by college. 4. Reviews and evaluates achievement of enrollment, equity and student success outcomes, makes recommendations for improvement, and resource allocation adjustments.	1. Collaborates with the District Enrollment Management Committee to establish annual enrollment targets in alignment with strategic, educational and facilities master plans, including consideration for cohort enrollment (dual/prison/etc.) 2. Coordinates with the District Enrollment Management Committee to establish annual equity and student targets in alignment with strategic, educational and facilities master plans. 3. Plans college schedule to achieve enrollment, equity and student success targets. 4. Establishes systems to continually review and monitor enrollment, equity and student success targets and make adjustments as needed.

Standard III: Resources

		5. Monitors Part-time faculty and overload budgets to ensure expenditures do no exceed budget and scheduling is maintained in an efficient and cost effective manner.
Extramural Funding Planning (Grants, Fundraising, etc.)	1. The Foundation plans for fundraising campaigns to support district and college strategic, educational and facilities master plans. 2. In collaboration with the Colleges, identifies, pursues, and informs colleges about grant and categorical opportunities that support District and College strategic, educational and facilities master plans.	1. Develops fundraising and grant proposals to support college strategic, educational and facilities master plans. 2. In collaboration with the District Office, identifies, pursues, and informs colleges about grant and categorical opportunities that support District and College strategic, educational and facilities master plans.
Information Technology	1. Plans for IT Infrastructure funding, including ERP system, networks, and administrative systems, etc in alignment with District and College strategic, educational and facilities master plans.	1. In collaboration with the District Office ensures that IT infrastructure and ERP system plans are in alignment with District and College strategic, educational and facilities master plans.
Safety and Security	1. Plans for funding of safety and security needs throughout the District, in collaboration with the College's Safety and Security Committees, and ensures alignment with District and College strategic, educational and facilities master plans.	1. In collaboration with the District Office ensures that safety and security plans are in alignment with District and College strategic, educational and facilities master plans and are implemented and monitored accordingly.

Fiscal Responsibility and Stability

4.   Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

5.   To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

6.   Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Standard III: Resources

7.   Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

8.   The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

9.   The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

10.   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.

Function	District Office	Colleges
Budget	Provides districtwide, budgetary leadership, guidance and support as follows: 1. Assures appropriate budgetary management including planning, coordination and supervision over the District's budget processes. 2. Maintains the District's position budget control system. 3. Coordinates budget preparation & augmentations with the colleges and district office operational units. 4. Coordinates and develops the districtwide annual budget in accordance with the adopted principles and methodologies in the BAM and in coordination with the college's operational planning. 5. Performs budget and financial analysis, projections and reporting and provides recommendations to assure compliance with District financial goals and objectives expressed in the District's strategic plan. 6. Maintains the chart of accounts in accordance with the California Community Colleges Chancellor's Office Budget and Accounting Manual; modifies as necessary in coordination with the colleges.	1. Works with the District office to develop revenue and expenditure projections. 2. Ensures that expenditures are in accordance with fund restrictions. 3. Regularly reviews revenue and expenditure patterns. 4. Regularly reviews and audits accounts for compliance with funding requirements. 5. Aligns resource expenditures with mission and strategic goals and priorities. 6. Ensures appropriate internal financial controls are maintained and followed. 7. Ensures budget guidelines and priorities align with the mission, vision, values, and strategic planning goals. 8. Ensures that college budgets support the educational master plan and pathway initiatives for student success and completion. 9. Ensures that colleges will observe the budget principals of using one-time revenues for one-time expenditures and on-going expenditures shall be covered from on-going revenues where possible and allocated based on planning and assessment.

Standard III: Resources

	7. Coordinates the year-end closing process with the colleges. 8. Complies with external reporting requirements to ensure that fiscal reports are accurate and filed timely. 9. Ensures compliance with applicable statutes, regulations and District policies & procedures. 10. Provides oversight of the requisitioning process to ensure accurate coding; adequate budget; and District policies and procedures prior to requisition approval. 11. Provides budget and accounting assistance and review relative to grant and categorical program applications and reporting. 12. In coordination with the colleges, prepares contingency transfers to the Board of Trustees. 13. Reviews, processes and approves major object code budget transfers and coordinates with the colleges preparation of Budget Adjustment reports to the Board of Trustees. 14. Acts as a resource to College and District personnel for any budget issues and training.	10. Responsible for assisting in the ongoing fiscal stability of the college, adequately manage and safeguard college assets to ensure ongoing effective operations of the college. 11. Prepares annual financial projections for applicable Funds based on historic and economic data.
Accounting	Provides districtwide accounting leadership, guidance and support as follows: 1. Prepares and obtains certification of the apportionment attendance report (CCFS 323), quarterly (CCFS-311Q), and annual financial reports (CCFS-311 annual), and disseminates to the colleges upon completion. 2. In coordination with colleges, prepares the District-wide data for the annual fiscal report to the ACCJC. 3. Monitors cash balances in all funds and resources. 4. Serves as the primary contact and liaison with banks and investment firms.	1. In collaboration with the District Office, prepares college data and files the annual fiscal report to the ACCJC. 2. Develops campus specific procedures in alignment with Board policies. 3. Provides to appropriate stakeholders periodic financial reports. 4. Evaluates College financial management practices. 5. Develops and maintains a review and approval process for all College authorized financial forms to ensure accuracy.

	5. Monitors Federal, State, and local laws and regulations, and revise practices and procedures as necessary to comply with the applicable provisions. 6. Administers the 1098T process in coordination with IT and the colleges; including filing with the Internal Revenue Services, student notification and uploading on Web advisor. 7. Maintains general ledger and subsidiary ledgers. 8. Invoices, receives, monitors, and deposit District revenues from local, State, and Federal sources. 9. Certifies online grant and categorical program financial reports and requests drawdown of funds. 10. Develops and maintains financial policies and procedures and evaluates the adequacy of the internal control structures of the District. 11. Investigates reported occurrences of waste and fraud, and recommends controls to prevent or detect them. 12. Searches and resolves A/R and revenue discrepancies and determines if refunds or transfers are required. 13. Prepares monthly financial statements for presentation to the Board of Trustees and Foundation Board of Directors. 14. Serves as primary contact with the Riverside County Office of Education and State Chancellor's Office on all accounting issues and budget/financial matters. 15. In collaboration with the colleges, develops and maintains a review and approval process for financial forms to ensure accuracy and consistency. 16. Disseminates 50% Law reports to the colleges.	6. On a continual basis, reviews and evaluates College internal control systems. 7. Ensures expenditures are in accordance with fund restrictions. 8. Colleges respond to student requests for 1098T information.

Standard III: Resources

Payroll	Provides districtwide leadership, guidance and support as follows: 1. Enters new employees into HR/payroll system. 2. Responds to bargaining unit requests from HRER for information. 3. Prepares forecasts and cost estimates. 3. Prepares reports for and complies with external reporting requests (i.e. Government Compensation in California (GCC) Program). 4. Serves as the authority on all payroll related matters and primary resource for all District employees regarding payroll issues. 6. Collects, prepares, and processes timely and accurate payroll, payroll taxes, and retirement information for all District employees, including retroactive payments, contract changes, and corrections. 7. Maintains records of employee voluntary deductions and remittances. 8. Prepares, processes and balances accruals and usage of all leave types (sick, vacation, etc.), verifying compliance with Education Code requirements and bargaining unit agreements. 9. Assures compliance with Federal and State payroll regulations and District policies and procedures. 10. Participates in new hire orientation workshops. 11. Prepares and reconciles annual W2 forms. 12. Coordinates with HRER and external vendors; prepares reports to comply with requirements of the Affordable Care Act. 13. Serves as the primary contact with the Riverside County Office of Education on payroll related matters and	1. Submits timely and accurate time sheets and attendance reports to the Payroll office. 2. Ensures compliance with payroll and time reporting policies and procedures. 3. Distributes pay warrants and pay stubs to employees.

	transmission of payroll data, including importing Teaching Assignments into the payroll system. 14. Arranges for the timely distribution of payroll checks and paystubs to the college sites.	
Purchasing	Provides districtwide leadership, guidance and support as follows: 1. Reviews procurement of goods and services, prior to purchase, for bid requirements and appropriate bidding/proposal methods and the need for Board of Trustees approval. 2. Prepares, evaluates, analyzes, and recommends award of formal bids for service contracts, capital improvements, construction projects, equipment and supplies. 3. Assures compliance with Federal, State, local rules and regulations, and District policies and procedures regarding procurement. 4. Establishes business accounts with vendors and maintains vendor records and archive files. 5. Creates and maintains policies and procedures pertaining to purchasing. 6. Ensures that all public works contractors are in compliance with applicable labor laws. 7. Analyze prices and market trends to establish and maintain optimal sources of supply. 8. Maintains the central repository of all contracts. 9. Conducts periodic vendor procurement outreach activities. 10. Responds to requests for public procurement information. 11. Disseminates purchase orders to vendors.	1. Prior to placing orders, enters purchase requisitions, provides copies of quotes, develops scope of work and equipment lists, facilitates installations and delivery of services. 2. Reviews procurement of goods and services, prior to purchase, to assess bid requirements and appropriate bidding/proposal methods. 3. Collaborates with District office in preparation, evaluation, and analysis of formal bids for service contracts, capital improvements, construction projects, equipment and supplies. 4. Complies with Federal, State, local rules and regulations, and District policies and procedures regarding procurement. 5. Complies with appropriate labor laws. 6. Generates contract transmittals for review and approval in accordance with District policies and procedures. 7. Obtains competitive quotes to ensure high quality of service and best pricing. 8. Ensures timely submission of construction and maintenance projects, and procurement requests.

	12. Places orders with vendors who do not accept purchase orders (airfare, hotel, Amazon).	
Accounts Payable	Provides districtwide leadership, guidance and support as follows: 1. Prepares, reconciles, and submits Miscellaneous Income tax forms (1099). 2. Processes vendor payments for general obligations of the District in accordance with Federal and State laws (including the California Education Code), District policies and procedures, and audit practices. 3. Processes student payments for grants, tuition, and stipends. 4. Maintains relationships with vendors through timely and accurate payment, responding to inquiries, filing liens, and necessary withholding. 5. Monitors timing of payments in order to take discounts, maintain satisfactory credit ratings to avoid or minimize interest expense and penalties due to late payments. 6. Reviews all invoices to ensure accuracy and appropriateness in compliance with District and state rules, guidelines and statutes. 7. Processes travel related payments including prepayments, reconciliation of travel requests, and reimbursements to employees. 8. Prepares and files quarterly use tax reports. 9. Participates in the year end close-out process (releasing encumbrances, accruing invoices, etc.).	1. Provides timely, accurate, and approved invoices, travel and mileage reimbursements to the District Office. 2. Reviews all invoices for the purposes of ensuring accuracy and appropriateness in compliance with District and state rules, guidelines and statutes. 3. Identifies funding sources and ensures appropriate budget availability for payment. 4. Confirms receipt of goods and services.
Bookstore	1. Receives and posts revenue based on sales commissions for each college as reported by the bookstore vendor.	1. Bookstore operations (facilities, book orders, utilities, etc.) are managed at the college level. 2. All contract questions and compliance issues are managed at the college level.

Standard III: Resources

	2. Receives and posts contribution revenue based on mutual agreement of the colleges. 3. Reports income, expenses and fund balances to the Board of Trustees. 4. In collaboration with the colleges, facilitates the contract RFP process for selection of the bookstore vendor. 5. Monitors contract compliance as it relates to commission calculations.	3. Ensures bookstore meets the needs of the colleges; complies with terms and conditions of the agreement; and works to ensure appropriate pricing.
Food Services	1. Receives and post revenue generated by sales from each college. 2. Receives and post contract income from vendor contracts (beverage, vending, etc.) based on mutual agreement of the colleges. 3. Reports income, expenses and fund balances to Board of Trustees. 4. Prepares and provides monthly financial analysis. 5. In collaboration with the colleges, facilitates the contract RFP process for selection of the vending and beverage vendors.	1. Food Services operations (facilities, food orders, utilities, etc.) are managed at the college level. 2. All contract questions and compliance issues are managed at the college level. 3. Ensures food services meet the needs of the colleges; complies with terms and conditions of agreements; and works to ensure appropriate pricing.
Foundation	1. Processes vouchers, purchase orders, and journal entries. 2. Verifies and monitors expenditures to ensure compliance with budget policies and regulations. 3. Prepares, reconciles, and submits Miscellaneous Income tax forms (1099). 4. Manages a comprehensive donor stewardship and reporting program and prepares and provides tax exempt donation acknowledgment letters to donors.	1. Ensures that gifted and endowed funds are expensed in accordance with donor intent and applicable restrictions. 2. Collaborates with Foundation in fund raising activities and events.

	5. Maintains Chart of Accounts, general subsidiary ledgers and special ledgers. 6. Ensures compliance with accounting and documentation standards. 7. Performs accounting, bookkeeping, and budget control services, including year-end close out. 8. Prepares and presents periodic financial activity reports to the Foundation Finance Committee. 9. Prepares the annual endowed scholarship award document for presentation to the Foundation Finance Committee. 10. Maintains a record of and monitors compliance with gift agreements. 11. Receives and records all gifts and grants, and ensures they are accounted for according to the wishes of the donor. 12. Monitors and approves expenditures from Foundation accounts to ensure funds are spent in accordance with donors' wishes and specific fund requirements. 13. Oversees the identification, cultivation and solicitation of donors for gifts through various means, including direct mail, face-to-face contact, organizational presentations and strategic Foundation events. 14. Maintain accurate biographical and contact information for District and College constituents, including donors and alumni. Facilitate contact with these constituents as requested. 15. Provide consultation and guidance to Colleges for their various fundraising activities to ensure compliance with IRS regulations and best practices in donor relations.	

	16. Manage all philanthropic assets according to prudent investment practices to ensure proper stewardship. 17. Develop and implement policies and practices aimed to maintain the Riverside Community College District Foundation's 501(c)3 nonprofit status.	
Financial Aid	1. Runs Financial Aid voucher process and draw down of funds. 2. Posts data to student accounts. 3. Transfers funds and files to the Third Party Administrator (TPA), BankMobile, for disbursement to students. 4. In coordination with the colleges, manages program ledger accounts and performs cyclical reconciliation in coordination with colleges. 5. Maintains accounts according to Federal and State cash management regulations. 6. Invoices and recovers overpayments and over-awards to students. 7. Assists with fraud and forgery issues. 8. Reconciles "return of funds" to the Department of Education from the Third Party Administrator and to the State of California as needed 9. Moves approved funds from federal, state, institutional accounts direct to students. 10. In collaboration with the college financial aid departments, performs monthly and annual reconciliations of Financial Aid disbursements.	1. Works with the District Office to ensure Financial Aid resources are distributed and accounted for appropriately in accordance with State/Federal requirements and District policies and procedures. 2. Advises the District Office of any new or updated federal, state or institutional financial aid programs and works with the District to set up accounting standards for each new program. 3. Keeps the District Office updated of any changes to federal or state cash management regulations and/or deadlines. 4. Works with the District to provide financial aid student data and cash management information of annual audit, including the federal EZ audit.
Student Business Services (Associated Students of Riverside Community College	1. Processes budget transfers, vouchers, purchase orders, and journal entries for ASRCCD. 2. Verifies and monitors expenditures to ensure compliance with budget, policies, and regulations.	Riverside City College performs these responsibilities on behalf of the 3 colleges:

District (ASRCCD) & Student Accounts)	3. Prepares, reconciles, and submits Miscellaneous Income tax forms (1099). 4. Maintains Chart of Accounts, general subsidiary ledgers and special ledgers. 5. Ensures compliance with accounting and documentation standards. 6. Confers and meets with associated student government, faculty and administration in the development of budgets under the auspices of Auxiliary Services. 7. Provides financial guidance relevant to expenditures and budget administration. 8. Performs accounting, bookkeeping, and budget control services, including year-end close out. 9. Monitors adherence to internal control process and procedures. 10. Administers the 1098T process in coordination with IT and the colleges; including filing with the Internal Revenue Services, student notification and uploading on Web advisor. 11. In collaboration with Riverside City College, processes and disburses manual credit card and check refunds. 12. In collaboration with Riverside City College, processes from the financial systems third-party billings for student fees to internal and external agencies; such as U.S. Military, CalWORKS Programs, Department of Rehabilitation, Employment Development Department, etc. 13. Processes parking permit refunds as necessary.	1. Ensures proper use of funds in accordance with applicable requirements and district policies and procedures. 2. Riverside City College coordinates sponsored billings, student accounts, and student refunds for all three colleges. 3. Maintains students' accounts with regard to assessing registration related fees, producing student billing, and processes student refunds for all three colleges. 4. Audits and researches student account history for discrepancies; corrects records, forwards for collections, write off fees per approval of Business Services and processes any refunds due to students. 5. In collaboration with the District, initiates and processes manual credit card and check refunds, providing documentation for the requests. 6. In collaboration with the colleges and district, processes all District third-party billings for student fees to internal and external agencies; such as U.S. Military, CalWORKS Programs, Department of Rehabilitation, Employment Development Department, etc. 7. Coordinates and communicates with sponsored account agencies in regards to starting, maintaining and making changes for sponsored account billings; filling out forms for billing and the signing of forms for students attending one of the three colleges. 8. Processes parking permits adjustments and refunds for all three colleges as necessary. 9. Liaison to Student Financial Services for deferments, Scholarships, Pell Grants, loans and updates and issues California College Promise Grant refunds.

	14. Administers the Chancellor's Office Tax Offset Program process in coordination with Information Technology and Riverside City College. 15. Receives wire transfer payments and coordinates with Riverside City College to apply the payments to the Veterans students' accounts.	10. Maintains student account records, develops student accounts forms and letters, and places and releases student holds. 11. Processes adjustments and duplicate record correction of fees. 12. Updates billing units and re-bill accounts for the work experience programs for the three colleges in the district. 13. Receives information regarding wire transfer payments from District and applies to the Veterans student accounts for all three colleges. 14. Researches accounts and process all Veteran Affairs debt letters received and in coordination with the District office, return the funds back to The Veterans Affairs office. 15. Coordinates with the District Office on annual 1098T forms. 16. In coordination with the District and Colleges, processes and submits data for COTOP collections.
Cashiering/Cash Management	1. Performs reconciliations of all District and auxiliary bank accounts. 2. Coordinates armored truck pickups and delivery. 3. In collaboration with the colleges, develops and monitors internal controls and fraud prevention systems at all cashiering locations. 4. Balances vault, processes cash bags, prepares all bank deposits, resolves bank adjustments, and orders currency from the bank. 5. Posts payments to outstanding sponsored invoices. 6. Maintains accurate, detailed, and current records of revenue. 7. Maintains accounts receivable records of billing invoices and performs collections.	1. In collaboration with the District, develops and monitors internal controls and fraud prevention systems at all cashiering locations. 2. Maintains appropriate internal controls and loss mitigation strategies (including PCI compliance). 3. Maintains a documented cash handling process and procedures. 4. Ensures all staff, handling cash, have been adequately trained on said policies and procedures. 5. Accepts payments from students, staff, faculty and community members for various areas of the college such as but not limited to: student tuition, parking fees and tickets, Financial aid overpayments, parking meters, event parking, club payments, instructional materials fees,

| | 8. Enters drawdowns and repayment transactions through Federal financial sites.
9. Monitors all revenue including items posted by RCOE (e.g. pooled interest and state apportionment) and reallocates to the colleges and District as necessary.
10. Assists in providing control of revenue to protect against omission whether through fraud or error.
11. Participates in the year-end closing process
12. Provides a central location for all college cash bags to be delivered and deposits calculated for deposits. Payments are posted by District for such items as but not limited to the Child Care fees, payroll deposits for deductions, library overdue books, parking tickets, COTOP refunds, and vending machine payments. Cash boxes are prepared and returned to RCC for ASRCC events. | childcare, health services fees, ASRCCD income, and other associated payments. All income is logged, counted and reconciled; then it is sent to the District Office for deposit and posting to the general ledger.
6. Sells discount tickets for amusement parks and attractions.
7. Receives, inventories, reconciles and stores gift cards, meal vouchers and other cash equivalent aid for student distribution.
8. Prepares shipment of all bags and monies received and to be shipped to District; receives incoming shipment of replenished bags to use/disburse to other departments.
9. Receives checks and paystubs from the District and distributes to faculty, staff and students. |
| Risk Management | 1. Provides strategic leadership, guidance and support in the development and implementation of proactive insurance, claims, security, and safety initiatives.
2. Administers property/liability, workers' compensation, student insurance and other insurance programs with the insurance Joint Powers Authority.
3. Administers claims and litigation filed against the District.
4. Provides certificates of insurance for district functions and contractual requirements.
5. Coordinates with the colleges in response to subpoenas for records.
6. Monitors incident reports to ensure district safety issues are addressed and corrected, if needed.
7. Monitors driving records of any employee and/or student who drives on behalf of the District. | 1. Responsible for identifying safety issues and spearheading their resolution.
2. Regularly coordinates with Safety and Police Officers assigned to their colleges to ensure a safe working and learning environment.
3. In collaboration with the District office, develops and implements safety and emergency training programs.
4. In collaboration with the District office, develops and maintains safety and emergency plans.
5. In collaboration with the District office, provides information to respond to subpoena and public records requests.
6. Mitigates the results of ergonomic assessments. |

	8. Reviews insurance requirements, hold harmless and indemnification requirements of vendors and third parties. 9. In collaboration with the colleges, administers the District's safety, loss control programs, and emergency preparedness. 10. Arranges for ergonomic evaluations of employee workstations. 11. Stays current with regulatory requirements, disseminates information and provides guidelines and/or training programs to ensure compliance with Environmental Health and Occupational Safety, Hazardous Materials Management, Hazardous Waste Management, Laboratory Safety, and other regulatory requirements. 12. Identifies budgetary needs and manages the annual self-insurance actuarial process. 13. Actively participates and assumes leadership positions on a number of industry related boards and the District's Joint Powers Authority board. 14. Provides oversight and management of the RCCD Police Services function. 15. Provides oversight and leadership for all OSHA and regulatory agency interactions and coordinates resolution of complaints and citations with the colleges.	
Electronic Financial System Management	1. Maintains the Galaxy Financial system, provided by the Riverside County Office of Education for Finance, Budget Management, Requisitioning, Purchasing, Accounts Payable, Accounts Receivable, Accounting, Grants, Payroll, Health and Welfare Benefits, Retirement, and Year-End Accrual processing.	1. Monitors budget-to-actual spending, including encumbrances and processes budget/expense transfers as necessary. 2. Enters and approves purchase requisitions. 3. Enters and approves faculty teaching assignments. 4. In collaboration with the District, provides training on software

Standard III: Resources

	2. Utilizes Colleague, supported by District IT, to maintain the finances for Foundation, Financial Aid, and Associated Student Body accounts. This includes Budget Management, Purchasing, Accounts Payable, Accounts Receivable, Accounting, Financial Aid Grant Management/Disbursement, and Year-End Accrual processing. In addition, the faculty teaching assignments are managed through Colleague uploaded to Galaxy for payroll processing. 3. Creates and maintains the approval routing structure. 4. Monitors budget-to-actual spending, including encumbrances, and processes budget/expense transfers as necessary. 5. Monitors cash flow to maintain reserve stability. 6. Develops financial reports utilizing system data. 7. Manages the annual service contract and acts as a liaison w/RCOE and third party ERP vendor for system issues and enhancement requests. 8. Authorizes and audits user access (additions/changes/removals), ensuring security access is segregated as necessary for internal controls. 9. Maintains position control in Galaxy System for budgetary purposes. 10. In collaboration with the Colleges, provides training on the software.	
General Obligation Bond Compliance	In collaboration with the Colleges: 1. Monitors bond issuance spending compliance with IRS regulations. 2. Prepares and presents quarterly Project Commitment Summary Reports and Capital Program Executive	In collaboration with the District Office: 1. Completes Bond funded projects in compliance with the terms of the Bond. 2. Monitors bond issuance spending compliance with IRS regulations.

	Summary to the Citizens Bond Oversight Committee and monthly to the Board of Trustees. 3. Monitors cash flow in coordination with the colleges to ensure adequate cash on hand for financed facility projects 4. Ensures facility project budgets are established in accordance with Board of Trustees authorization 5. Monitors and reviews expenditures to ensure compliance with laws and regulations and Board of Trustees authorization. District Office: 1. Arranges for and facilitates the annual independent audit. 2. Presents the General Obligation Bond annual independent report to the Citizens Bond Oversight Committee. 3. Arranges for bond proceed arbitrage calculations. 4. Responds to IRS inquiries and audits. 5. Prepares and responds to periodic rating agency inquiries. 6. Prepares information for presentation at rating agency visits. 7. Works with bond underwriters, bond counsel, Riverside County Treasurer's Office and financial advisors. 8. Coordinates with financial advisor on preparation and filing of Annual Continuing Disclosure requirements. 9. Contracts with bond underwriters, counsel and financial advisors.	3. Assists in the preparation of quarterly Project Commitment Summary Reports and Capital Program Executive Summary to the Citizens Bond Oversight Committee and monthly to the Board of Trustees. 4. Monitors cash flow in coordination with Facilities Planning & Development to ensure adequate cash on hand for financed facility projects 5. Ensures facility project budgets are established in accordance with Board of Trustees authorization 6. Monitors and reviews expenditures to ensure compliance with laws and regulations and Board of Trustees authorization.

Standard III: Resources

External Audit	In collaboration with the Colleges: 1. Plans and oversees all audits (financial/performance/compliance) for all funds including ASRCCD, Auxiliary, Foundation, etc., and additional, ad hoc audit work as may be necessary. 2. Supports the audit process by providing schedules, supporting documentation, policies, information on internal processes, etc. Acts as a liaison with College departments to provide documentation generated and contained at the College. 3. Coordinates the presentation to various committees (Board of Trustees, Chancellor's Cabinet, Foundation Board of Directors, Citizens Bond Oversight Committee, etc). 4. Develops and maintains systems for internal audit controls and assist in the implementation of audit recommendations. 5. Submits and certifies audit to the U.S. Department of Education (Federal EZ Audit). 6. Certifies the Single Audit with the Federal Audit Clearinghouse. 7. Manages the annual service contract. 8. Coordinates auditor interviews with appropriate personnel.	1. Supports the audit process by providing supporting documentation, policies, information on internal processes, etc. to the District office liaison. 2. In collaboration with the District, develop and maintain systems for internal audit controls and implement audit recommendations.
Administrative Services/Warehouse	1. Provides district-wide copy and reproduction services. 2. Staffs the CAADO building lobby.	1. Provides copy and reproductive services for the College. 2. Ensures shipments to the College are received, and notify appropriate individual/department of receipt. 3. Makes arrangements for the return of items to vendors. 4. Follows-up on non-delivery or late delivery of orders. 5. RCC Courier service provides mail run to all entities associated with RCCD on a daily basis.

Standard III: Resources

		6. In collaboration with the District Office, arranges for surplus pickups. 7. RCC pickup and delivery of archive files. 8. Fills internal requisitions of goods stored in warehouse to various departments, on and off campus. 9. Ensures shipments of received supplies and equipment are accurate, undamaged and delivered to the correct department. 10. Maintains stock levels of goods stored at Warehouse. Switchboard 1. Provides enhanced directory assistance to callers district wide. 2. Reports/notifies departments/help desk when telephone extensions are not working properly. 3. Reports/notifies departments when published information on their websites is incorrect or incomplete. 4. Provides published information to callers. 5. Provides assistance to callers to navigate Riverside City College/District websites.
Mail Services	1. Provides mail services for District Office. 2. Prepares mail for delivery to post office and to second sources (FedEx, UPS, OnTrac). 3. Sorts incoming mail/packages and distributes to departments. 4. Sends and receives other correspondence. 5. Maintains mailboxes. 7. Serves as a resource to colleges and district departments for mass mailings and other service needs. 8. Keeps history of data for charge-backs (grant funded departments) and general statistics.	1. Prepares mail for delivery to the District office for processing. 2. Sorts incoming mail/packages from the post office and inter office mail and distributes to mailboxes. 3. Provides mail services for district and coordinates routes for all sites district wide. 4. Sends and receives other correspondence. 5. Maintains mailboxes. 6. Delivers mail/packages to individual departments.

Standard III: Resources

Budget Allocation Model	In collaboration with the Colleges: 1. Develops Budget Allocation Model (BAM) principles and the components comprising the model itself. 2. Ensures that the BAM is fair, equitable, and transparent. 3. Ensures that resource allocation decisions are informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner. 4. Ensures that resources will be distributed in a manner that adequately supports the programs offered at each college while ensuring compliance with Board policies, and statutory and regulatory requirements. 5. Ensures that resources allocation decisions will be made in an open and consultative manner with representative stakeholder groups. 6. Ensures that the BAM will provide for operational cost predictability and stability to support district and college strategic goals and objectives as it relates to student learning programs and services. 7. Regularly assess the BAM to ensure that resource allocations are responsive to student learning goals and objectives.	In collaboration with the District: 1. Develops Budget Allocation Model (BAM) principles and the components comprising the model itself. 2. Ensures that the BAM is fair, equitable, and transparent. 3. Ensures that resource allocation decisions are informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner. 4. Ensures that resources will be distributed in a manner that adequately supports the programs offered at each college while ensuring compliance with Board policies, and statutory and regulatory requirements. 5. Ensures that resources allocation decisions will be made in an open and consultative manner with representative stakeholder groups. 6. Ensures that the BAM will provide for operational cost predictability and stability to support college and district strategic goals and objectives as it relates to student learning programs and services. 7. Regularly assess the BAM to ensure that resource allocations are responsive to student learning goals and objectives.
Grants Administration	In collaboration with the Colleges: 1. Monitors federal, state and local agency communications for grant opportunities that align with district and college strategic goals and objectives. 2. Provides technical expertise regarding standards and formatting in the development of grant applications so they are positioned to have the best opportunity for success.	In collaboration with the District: 1. Monitors federal, state and local agency communications for grant opportunities that align with district and college strategic goals and objectives. 2. Assists in the development of grant applications so they are positioned to have the best opportunity for success. 3. Periodically reports grant writing activity to the Board of Trustees.

Standard III: Resources

	3. Periodically reports grant writing activity to the Board of Trustees. 4. Monitors grant compliance with spending requirements and programmatic goals and objectives. 5. Reviews and submits grant proposals to funding entities. 6. Assists Colleges with grant writing. 7. Receives and maintains Grant Award Notifications (GANs). 8. Establishes grant budget string. 9. Coordinates district wide proposals and/or multi-college proposals. 10. Maintains Grant Tracking system. 11. Draws down grant funds.	4. Monitors grant compliance with spending requirements and programmatic goals and objectives. 5. Write grant proposals. 6. Submits proposals to funding entities. 7. Manages grants in compliance with grant terms, conditions and restrictions (including adherence to spending restrictions, evaluation requirements and submission of periodic reports). 8. Maintains grant file records. 9. Reports on and disseminates results of grant outcomes. 10. Collaborates with sub-awardees and grant partners to complete agreed upon work specified in grant award notifications.

Liabilities

11.   The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

12.   The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

13.   On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

14.   All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

15.   The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Function	District Office	Colleges

Standard III: Resources

General Obligation Bond Debt Service	1. Coordinates with the Riverside County Office of Education and the Riverside County Tax Assessors office to calculate and establish the appropriate tax rate to make semi-annual Measure C debt service payments. 2. Prepares Project Commitments Summary and Capital Program Executive Summary reports in connection with monitoring activities associated with the bond. 3. Meets with the Citizens Bond Oversight Committee quarterly.	1. Provides data and information as requested.
Other Post-Employment Benefits Obligation (OPEB)	1. Arranges for calculation of the Governmental Accounting Standards Board 75, OPEB liability by an external actuary. 2. Chairs the OPEB Irrevocable Trust Investment Advisory Committee. 3. Monitors OPEB Irrevocable Trust financial activity and prepares monthly activity reports. 4. Calculates and establishes the OPEB Liability contribution rate to achieve minimum annual contribution established by the Board of Trustees 5. Makes monthly contributions to the CalPERS OPEB Irrevocable Trust. 6. Primary contact and liaison with CalPERS OPEB representatives. 7. Forecasts and plans OPEB expenses and provide adequate resources in annual budget to cover anticipated expenditures.	1. Provides support for the OPEB Irrevocable Trusts Investment Advisory Committee.
Employment Liabilities	1. Monitors and participates in claims handling and litigation related to discrimination, retaliation, Title 5, Title 9, Department Fair Employment and Housing (DFEH), Office for Civil Rights (OCR), Occupational Safety and	1. Supports the Human Resources and Employee Relations and Risk Management departments in the investigation and resolution of employment liability claims.

	Health Administration (OSHA), Fair Labor Standards Act (FLSA), Public Employment Relations Board (PERB) and tort claims by employees, students and members of the public.	
General Liabilities	1. Investigates all reported losses against the District. 2. Determines exposure to liability, cost (expense), value of the loss, and litigation. 3. Manages claims administration and defense counsel to investigate, evaluate, and resolve claims. 4. Develops strategies for the timely resolution of all claims and recommends mitigation strategies to prevent similar losses in the future. 5. Resolves or mitigates liability claims against the District. 6. Provides recommendations related to claims settlement and prepares for presentation to the Board of Trustees.	1. Reports all incidents of loss at the College to the District Risk Management Department. 2. Coordinates loss investigations with District Risk Management Department. 3. Collaborates with District to ensure timely information is provided to claims administration and defense counsel to evaluate and resolve claims. 4. Coordinates with the District for remediation of any conditions or behaviors determined to have contributed to the loss.
Property Liabilities	In collaboration with the Colleges: 1. Investigates all reported losses against the District. 2. Determines exposure to liability, cost (expense) and value of the loss. 3. Manages claims administration to investigate, evaluate, and resolve claims. 4. Develops strategies for the timely resolution of all claims and recommends mitigation strategies to prevent similar losses in the future. 5. Resolves or mitigates liability claims against the District. 6. Provides recommendations related to claims settlement and prepares for presentation to the Board of Trustees.	In collaboration with the District Office: 1. Reports all incidents of loss at the College to the District Risk Management Department. 2. Coordinates loss investigations with District Risk Management Department. 3. Ensure timely information is provided to claims administration to evaluate and resolve claims. 4. Coordinates with the District for remediation of any conditions or behaviors determined to have contributed to the loss. 5. Colleges bear responsibility for property losses up to the deductible limit.
Workers' Compensation	In collaboration with the colleges: 1. Investigates, evaluates, and resolves industrial injury claims.	1. Reports all industrial injuries at the College to the District Risk Management Department. 2. Coordinates loss investigations with District Risk Management Department.

Standard III: Resources

	2. Coordinates with medical providers for medical treatment for all industrial injuries. 3. Ensures an effective "return to work" program for employees. 4. Monitors reserve practices to ensure compliance with District and statutory standards. 5. Ensures the timely completion of the appropriate triage nurse incident reporting and claim forms via phone when an injury to an employee occurs. 6. Evaluates all workers' compensation claims to determine the exposure to the District. 7. Resolves and mitigates industrial claims against the District. 8. Develops strategies for the timely resolution of all claims and recommends mitigation strategies to prevent similar losses in the future. 9. Resolves or mitigates industrial claims against the District. 10. Provides recommendations related to claims settlement and prepares for presentation to the Board of Trustees.	3. Collaborates with District to ensure timely information is provided to claims administration and defense counsel to evaluate and resolve claims. 4. Coordinates with the District for remediation of any conditions or behaviors determined to have contributed to the loss. 5. Coordinates with the District on the medical treatment for all industrial injuries. 6. In collaboration with the District supports the effective "return to work" program for employees. 7. Ensures timely completion of the required incident reports and applicable forms. 8. Communicates with District Risk Management Department regarding workers' compensation costs and potential litigation.
Police Services	1. Plans, organizes, coordinates, and directs the District Police Services operation. 2. Plans organizes, and supervises the development and maintenance of mid and long-range police and security planning programs. 3. Manages, evaluates, and provides developmental opportunities to police staff. 4. Collects crime statistic data.	1. Coordinates college and security needs with the District Police Services operation. 2. Collaborates with the District on the development and maintenance of mid and long-range police and security planning programs. 3. Provides performance feedback in contribution of the developmental opportunities for police staff. 4. Collaborates with the District on the collection of crime statistic data and all mandatory crime reporting (e.g. Clery).

	5. Counsels and advises college personnel regarding facility security, parking regulations and Police Services-related problems and concerns. 6. Assigns officers to each campus for law enforcement-related responsibilities. 7. Coordinates emergency preparedness and response. 8. Provides leadership, training and acts as on-scene commander in crisis situations in order to protect life and property. 9. Facilitates major incidents (bomb threat, gas leak. power outage, protest, etc.). 10. Staffs special events (football, dances, dignitary visits etc.). 11. Provides safety escort services for students and staff. 12. Investigates criminal activity using elements of the alleged crime to prove or disprove allegations. 13. Enforces traffic laws, parking regulations and maintains order. 14. Develops and implements organizational policies, guidelines, and priorities. 15. Ensures District compliance with legislative and legal mandates. 16. Plans, organizes, and participates in the budget planning process, including developing and implementing an expenditure control process. 17. Ensures operating budgets are maintained and managed by the District office to ensure that appropriate service levels are provided to the colleges and district office.	5. Collaborates with the District regarding facility security, parking regulations and Police Services-related problems and concerns. 6. Coordinates assignment of officers to each campus with the District Police Department for law enforcement-related responsibilities. 7. Coordinates with the District on emergency preparedness and response. 8. Supports the on-scene commander designee in crisis situations in order to protect life and property. 9. Coordinates with the District in the facilitation of major incidents (bomb threat, gas leak. power outage, protest, etc.). 10. Coordinates the staffing of special events (football, dances, dignitary visits etc.) with the District Police Department. 11. Supports the facilitation of escort services for students and staff. 12. Supports and contributes to the investigation of criminal activity with the District Police Department. 13. Collaborates with the District to support the enforcement of traffic laws, parking regulations and maintains order. 14. Collaborates with the District to support the development and implementation of organizational policies, guidelines, and priorities. 15. Ensures College compliance with legislative and legal mandates. 16. Collaborates with the District in the planning, organizing, and implementation of the budget planning

		process, including the development and implementation of an expenditure control process. 17. Infrastructure budgets are maintained and managed by the colleges.
Safety & Security Programs	1. Advises and leads efforts to install security systems within district property. 2. Oversees the District's responses to serious incidents/emergencies. 3. Responds to changes in the environment by investigating potential policy changes relating to safety and security. 4. Implements changes to policy related to safety and security. 5. Facilitates, coordinates, and conducts training for all District employees. 6. Reviews and updates all District department policies/procedures. 7. Coordinates the implementation of safety training with the bargaining units. 8. Provides training support for all district safety and police officers. 9. Advises district and site administrators on safety and security concerns, and provides updated information regarding significant incidents. 10. Provides technical expertise to staff and faculty related to safety and security problems. 11. Supports and advises College Safety Committees. 12. Oversees the District Safety Committee and chairs the District Safety and Security Committee. 13. Liaisons with local law enforcement agencies to ensure cooperation and coordination.	1. Collaborates with the District on the efforts to install security systems within district and college property. 2. Ensures maintenance and operations of all security systems. 3. Coordinates responses to serious incidents/emergencies. 4. Responds to changes in the environment by evaluating and offering input related to policy changes relating to safety and security. 5. Facilitates, coordinates and conducts training for all College employees. 6. Collaborates with the District on the reviews and updates of all College department policies/procedures. 7. Collaborates with the District related to safety and security concerns, and provides updated information regarding significant incidents. 8. Provides technical expertise to staff and faculty related to safety and security problems. 9. Oversees the College Safety Committees. 10. Liaisons with the District and local law enforcement agencies to ensure cooperation and coordination. 11. Collaborates with the District to investigate OSHA complaints and coordinates remediation. 12. Collaborates with the District on the development, implementation, and maintenance of the illness and injury prevention plan. 13. Collaborates with the District on the provision of healthy and safety training to employees.

	14. Investigates OSHA complaints and coordinates remediation. 15. Completes the annual Occupational Injuries Reporting to the Department of Labor. 16. Participates in OSHA and court ordered conferences.	
ADA Liabilities	1. In coordination with the colleges, identifies ADA deficiencies. 2. In coordination with the colleges, formulates a plan for remediation of the deficiencies. 3. Implements projects designed to remediate deficiencies in coordination with the colleges. 4. Monitors for new ADA deficiencies District-wide. 5. Chairs the Facilities ADA Corrections Team (FACT).	1. Collaborates with the District to identify American s with Disabilities Act (ADA) deficiencies and correct them. 3. In collaboration with the District, formulates a plan for remediation of the deficiencies. 4. Coordinates with the District on the design and implementation of ADA-related projects to remediate deficiencies. 5. Monitors for new ADA deficiencies College-wide. 6. Participates on the Facilities ADA Corrections Team (FACT).
General Obligation Bond Debt Payments	1. Works with the County Treasurer's office to establish property tax assessment rate to ensure that annual general obligation debt services are provided.	

Contractual Agreements

      16.   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 and the quality of its programs, services, and operations.

Function	District Office	Colleges
Contract Management	1. Maintains contract review and approval process in accordance with District policies and procedures. 2. Coordinates the contract transmittal process. 3. The Accounts Payable department processes invoice payments in compliance with contract terms and conditions.	1. Maintains contract review and approval process in accordance with District policies and procedures. 2. Reviews and approves proposed contracts-submit to District for final approval and processing. 3. Complies with terms and conditions of contracts and agreements.

Standard IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES

      1.   Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

      2.   The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

      3.   Administrators and faculty, through policy and procedures, 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.

      4.   Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

      5.   Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

      6.   The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

      7.   Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Function	District Office	Colleges
Foster a culture of innovation and excellence.	1. Creates structures whereby innovation is encouraged, particularly through professional development and grants. 2. Offers forums to share best practices. 3. Use data to inform decision-making and to continuously improve.	1. Creates structures whereby innovation is encouraged, particularly through professional development and grants. 2. Offers forums to share best practices. 3. Use data to inform decision-making and to continuously improve.

Standard IV: Leadership and Governance

Review of policy and procedure.	1. Coordinates and ensures consistency of policy and procedure. 2. Creates district-wide task forces to address issues when needed (e.g., AB 705).	1. Multiple entities initiate, review, and refer to appropriate college bodies.
Clearly delineate shared governance structures, policies, and procedures.	1. Creates structures to have discussions on best practices but unique needs of colleges must be recognized. 2. Ensures alignment with Board of Trustees committee structure.	1. Colleges align to identify best practices but in own unique ways.
Assess, improve, and communicate role delineation, decision-making structures and processes.	1. District Strategic Planning Council assesses and improves role delineation, district-wide committees and councils' alignment, and decision-making structures and processes.	1. The colleges' strategic planning structures allow for assessment and improvement of role delineation and decision-making structures and processes.

Standard IV: Leadership and Governance

B. CHIEF EXECUTIVE OFFICER

1.   The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2.   The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

3.   Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

    a.   establishing a collegial process that sets values, goals, and priorities;

    b.   ensuring the college sets institutional performance standards for student achievement;

    c.   ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;

    d.   ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;

    e.   ensuring that the allocation of resources supports and improves learning and achievement; and

    f.   establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

4.   The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

5.   The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

6.   The CEO works and communicates effectively with the communities served by the institution.

Function	District Office	Colleges
Organizational Oversight and Delegation of Authority	The Chancellor: 1. Ensures the district's administrative structure is organized and staffed to achieve the mission and strategic planning goals. 2. Delegates authority to administrators and others consistent with their responsibilities, as appropriate.	The College Presidents: 1. Ensures the college's administrative structure is organized and staffed to achieve the mission and strategic planning goals. 2. Delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Standard IV: Leadership and Governance

Assessing Institutional Effectiveness	The Chancellor: 1. Oversees the district strategic planning process and ensures alignment with college strategic planning processes. 2. Ensures that the district and colleges establish ongoing measures of performance standards and monitors progress, assesses processes and evaluates outcomes. 3. Ensures that the allocation of resources at the district and college level align with institutional efforts to advance student achievement and learning.	The College Presidents: 1. Oversees the college strategic planning process and supports the district strategic planning priorities. 2. Ensures that the colleges establish ongoing measures of performance standards and monitors progress, assesses processes and evaluates outcomes. 3. Ensures that the allocation of resources at the college align with institutional efforts to advance student achievement and learning.
Accreditation	The Chancellor: 1. Ensures that the elements of accreditation that involve the district and Board relations are fulfilled. 2. Ensures that the district office fulfills its responsibilities in regards to accreditation. 3. Supports the colleges in their accreditation efforts (providing annual reports, data, etc.).	The College Presidents: 1. Oversees the college accreditation efforts and ensures broad participation of all constituencies. 2. Ensures structure and resources are available to support accreditation.
Organizational Compliance	The Chancellor: 1. Assures the implementation of statutes, regulations, and governing board policies and assures that district-wide practices are consistent with district-wide mission and policies, including effective control of budget and expenditures. 2. Oversees development, periodic assessment, and revision of Board policies and procedures to ensure currency. 3. Oversees development, periodic assessment, and revision of district-wide systems, processes, standards, policies and procedures. 4. Assures compliance with bargaining agreements and formation of the district bargaining team.	The College Presidents: 1. Assures the implementation of statutes, regulations, and governing board policies and assures that college practices are consistent with district-wide policies, including effective control of budget and expenditures. 2. Ensures college participation in development, periodic assessment, and revision of Board policies and procedures to ensure currency. 3. Ensures college participation in development, periodic assessment, and revision of district-wide systems, processes, standards, policies and procedures. 4. Assures compliance with bargaining agreements.

Standard IV: Leadership and Governance

Community Relations	The Chancellor: 1. Participates in district-wide events to foster positive community relations. 2. Shares responsibility for community relations and engagement with the colleges. 3. Assists the college presidents with communications strategies and participation with community groups. 4. Coordinates with the Board of Trustees to ensure that it is informed about community events (calendar events, sponsor events, lobbying events, advocacy).	The College Presidents: 1. Works and communicates effectively with the communities served by the institution. 2. Participates in district-wide community relations activities. 3. Engages in effective communication strategies and participates with community groups. 4. Oversees the development and implementation of a community engagement plan.
Government Relations	In collaboration with the College Presidents, the Chancellor: 1. Represents district/colleges and their issues to elected and appointed representatives at all levels of Regional, County, State and Federal governments. 2. Develops local, state and federal public policy agendas based on district/college needs. 3. Takes position on policy and legislative matters of interest. 4. Initiates strategic activities; supervises and directs contracted political consultants; and participates in regional and state-wide committees. 5. Consults with colleges and district departments on issues affecting higher education plans and programs, including funding and policy matters. 6. Leads and facilitates the Board of Trustees involvement with ACCT and CCLC, and annual legislative agenda related to visits to Sacramento and Washington D.C.	In collaboration with the Chancellor, the College Presidents: 1. Represents colleges/district and their issues to elected and appointed representatives at all levels of Regional, County, State and Federal governments. 2. Develops local, state and federal public policy agendas. 3. Takes position on policy and legislative matters of interest. 4. Initiates strategic activities; supervises and directs contracted political consultants; and participates in regional and state-wide committees. 5. Consults with colleges and district departments on issues affecting higher education plans and programs, including funding and policy matters. 6. Participates and facilitates in district involvement with ACCT and CCLC, and annual legislative agenda related to visits to Sacramento and Washington D.C.

Standard IV: Leadership and Governance

| Fundraising | In collaboration with the College Presidents, the Chancellor:
1. Oversees development and implementation of comprehensive fundraising programs (such as bond campaigns) to increase financial support for District and College priorities, as identified by the Chancellor and College Presidents.
2. Conducts various activities focused on growing the pipeline of annual, major, and planned gifts for priorities identified by the District/College priorities.
3. Oversees the Foundation. | In collaboration with the Chancellor, the College Presidents:
1. Develops and implements comprehensive fundraising programs (such as bond campaigns) to increase financial support for College and District priorities, as identified by the Chancellor and College Presidents.
2. Conducts various college activities focused on growing the pipeline of annual, major, and planned gifts for College/District priorities. |

Standard IV: Leadership and Governance

C. GOVERNING BOARD

1.   The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

2.   The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

3.   The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

4.   The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

5.   The governing board establishes policies consistent with the college/district/sys- tem mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

6.   The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

7.   The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

8.   To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

9.   The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

10.   Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

11.   The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

12.   The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Standard IV: Leadership and Governance

13.   The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Function	District Office	Colleges
Policy Making	1. Provides information to the Board on issues and concerns affecting the need for policies and procedures. 2. Provides data and analysis on academic quality, enrollment, etc. 3. Researches relevant laws and regulations to inform the development of proposed policies and procedures. 4. Facilitates the process of review and appropriate shared governance participation. 5. Maintains and ensures currency of policies and procedures.	1. Reviews and provides input on recommended policies and procedures.
Board Operations	1. Provides and maintains policies that govern board membership, duties, responsibilities and privileges. 2. Facilitates the Board evaluation process and provide training as needed. 3. Facilitates processes pertaining to Board compliance with ethical standards, conflict of interests, political activities, and related matters. 4. In collaboration with the Colleges, prepares committee and board agenda items for discussion and action at Board of Trustees meetings. 5. In collaboration with the Colleges, facilitates and supports the election and training of the student trustee. 6. Ensures that there is a Board agenda item for the student trustee to report on matters that pertain to student life.	1. In collaboration with the District, prepares committee and board agenda items for discussion and action at Board of Trustees meetings. 2. In coordination with the District, conducts the election to select the student trustee. 3. Ensures that student government provides to the student trustee information concerning their respective campus for reporting to the Board of Trustees.

Standard IV: Leadership and Governance

Selecting and Evaluating CEO	1. Maintains the policies and procedures pertaining to CEO selection review and evaluation, and delegation of authority. 2. Facilitates and supports the processes pertaining to CEO selection review and evaluation, and delegation of authority.	1. Participates in the selection process.
Accreditation	1. Ensures the Board is informed about current accreditation standards, commission policies, and the accreditation process. 2. Ensures that the Board of Trustees reviews and approves accreditation reports and documents.	1. Provides periodic updates in accordance with accreditation requirements and process (e.g. self-studies, interim reports, etc.).

Standard IV: Leadership and Governance

D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

1.   In multi-college districts or systems, the district/system CEO provides 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. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2.   The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

3.   The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4.   The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

5.   District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

6.   Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

7.   The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Function	District Office	Colleges
Establishing, Maintaining and Communicating Institutional Best Practices, and Operational Responsibilities and Functions	The Chancellor: 1. Provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district. 2. Assures support for the effective operation of the colleges.	The Colleges: 1. Coordinates with the Chancellor to create, implement, and assess best practices for attaining educational excellence and integrity. 2. Provides Chancellor with feedback regarding college operation in order to make modifications that ensure optimal performance.

Standard IV: Leadership and Governance

	3. Works with the colleges to establish clearly defined roles, authority and responsibility between the colleges and the district office.	3. Works with the Chancellor to determine roles
Delineates District office functions, roles and responsibilities; Adequately supports the operation of the colleges.	1. The Chancellor works with representatives from the colleges and the district office to create appropriate strategic plans that clearly define and differentiate the functions of the district office from those of the colleges, and emphasizes the former's focus on coordination, regulation, representation and fundraising. 2. The Chancellor, informed by the district strategic plan, ensures that the colleges receive effective and adequate services from the district office in order to assist the colleges in achieving their missions. 3. The Chancellor ensures that the district formulates a district strategic plan that aligns the district office and the three colleges in order to ensure alignment between the elements within the district and to optimize the allocation of resources, being cognizant that its performance is reflected in the accredited status of the institution.	The Colleges: 1. Under the guidance of the Chancellor, work to formulate, implement and assess the district strategic planning documents and create, implement and assess college-based strategic planning document that align with the district. 2. Document college educational master plan and facility master plan goals. 3. Communicates services expected by the district in support of college activities, programs, and goals.
Resource Allocation *Group to update College section.	1. The Chancellor ensures that policies and procedures clearly define the roles of administrators and faculty to fully participate in the development of principles and practices for resource allocation. 2. The Chancellor ensures adherence to established policies and procedures for resource allocation. 3. The Chancellor ensures that the organizational structure for participatory governance supports the involvement of administrators and faculty in the planning and development of the annual budget and resource allocation decisions (District Enrollment Management	1. College resource allocation is driven by the college planning processes.

	Committee, Information Technology Strategic Council, District Budget Advisory Council, District Safety and Security Committee, District Strategic Planning Committee, Chancellor's Cabinet, Resources Committee Of the Board). 4. The Chancellor ensures that policies and procedures support student achievement, learning and improvement through the Integration and linkage of educational planning objectives to resource allocation.	
Delegation of authority to College CEO	1. Board Policy 2430 delineates the delegation of authority to the Chancellor and Presidents. 2. The Board of Trustees delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board of Trustees requiring administrative action.	1. Authority flows from the Board of Trustees through the Chancellor to the College Presidents. 2. Each College President is responsible for carrying out the district policies. 3. Each College President's administrative organization shall be the established authority on campus. 4. The College President is the final authority at the college level.
Planning	The District Office collaborates with the Colleges: 1. To develop, implement and monitor a district strategic plan that aligns the district office and college plans in terms of strategic goals, which include student learning and achievement and institutional effectiveness. 2. Establishes and maintains an office of institutional research that provides data for the district strategic planning council.	The Colleges collaborate with the District office: 1. To develop, implement and monitor college strategic plan that aligns the district office and district strategic plans in terms of strategic goals. 2. Establishes and maintains an office of institutional effectiveness that provides data for the college strategic planning bodies.

Standard IV: Leadership and Governance

Institutional Effectiveness	1. The Colleges and the District Office share the responsibility for Strategic Planning. 2. Each of the college's Strategic Plans informs the District Office's Strategic Plan. 3. The District Office provides the framework for and ensures the communication of planning across the three colleges as well as within the District Office administrative functions. This includes coordinating cross-college meetings and committees. .	1. The colleges and the District Office share the responsibility for Strategic Planning. 2. Each college must develop its own Strategic Plan, but coordination with the other colleges and with the District is important. 3. Each College's Strategic Plan should inform the District's plan.
Communication	1. The District Office communicates timely and accurate information through a variety of means: e-mail messages, newsletters, presentations, sharing at meetings, reports to the Board of Trustees, etc. An important mechanism for sharing information among the three colleges and District Office is through the Council/Committee processes (e.g., District Strategic Planning Council, District Academic 2. Senate, District Curriculum Committee, Chancellor's Cabinet). 3. The Chancellor's Forums held monthly at each college provide for timely and accurate information exchange.	1. The Colleges communicate timely and accurate information through a variety of means: e-mail messages, newsletters, presentations, sharing at meetings, reports to the Board of Trustees, etc. 1. The Council and Committee structures allow for sharing of timely and accurate information among the three colleges and the District Office.

Agenda Item (IV-C-2)

Meeting	2/5/2019 - Committee
Agenda Item	Committee - Planning and Operations (IV-C-2)
Subject	Resolution No. 35-18/19 - Local Hazard Mitigation Plan
College/District	District
Funding	N/A
Recommended Action	It is recommended that the Board of Trustees approve Resolution 35-18/19 to adopt the RCCD segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan.

Background Narrative:

The Federal Disaster Mitigation Act of 2000 (FDMA 2000), enacted in October 2000, improved the planning and funding process for disaster relief, recovery, and hazard mitigation for public agencies incurring damage as a result of a FEMA declared emergency. The legislation reinforced the importance of mitigation planning and emphasized planning for disasters before they occur.

FDMA 2000 established a pre-disaster hazard mitigation program in addition to requirements for a national post-disaster Hazard Mitigation Grant Program (HMGP). The Act specifically addresses mitigation planning at the state and local levels; identifies requirements that allow HMGP funds to be used for planning activities; and increases the amount of HMGP funds available to agencies and communities that develop comprehensive, enhanced mitigation plans prior to a disaster. Complying institutions must have an approved mitigation plan in place prior to receiving post-disaster HMGP funds.

FDMA 2000 required that all state and local governmental agencies adopt a Local Hazard Mitigation Plan (LHMP). To be eligible to receive funding from FEMA under HGMP in the event of an emergency, RCCD must participate with Riverside County and other local agencies in the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan. This plan provides a framework for inter-agency cooperation in disaster mitigation. To meet the requirements of the legislation, and to ensure funding would be available when needed, RCCD personnel participated in a FEMA prescribed hazard mitigation revision process to revise the RCCD segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan. Riverside County coordinated the consolidation of the plan segments from various agencies over the last two (2) years. The consolidation is complete and the LHMP is ready for adoption. RCCD began the process of plan revision in late 2016 and submitted its plan to Riverside County for its review and approval in early 2018. The LHMP approval process involves 12-18 months of inter-agency cooperation and coordination resulting in the time lag between revision and approval. The revised 2017 plan contains minimal revisions from the prior 2012 plan and the changes were immaterial related to the operation. The RCCD Local Hazard Mitigation Plan was approved by Riverside County in August 2018 and requires RCCD Board approval prior to adoption implementation. The county anticipates a June 2019 final approval for all agencies.

It is recommended that the Board of Trustees approve Resolution 35-18/19 to adopt the RCCD segment of the Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services
Michael Simmons, Director, Risk Management, Safety & Police Services
Monica Esqueda, Manager, Safety & Emergency Preparedness

Attachments:

02052019_Presentation-Local Hazard Mitigation Plan 2017
02052019_Local Hazard Mitigation Plan 2017

RCCD
Local Hazard Mitigation Plan
2017

Michael W. Simmons
Director, Risk Management, Safety & Police

RCCD Local Hazard Mitigation Plan

Background

- Part of the Federal Disaster Mitigation Act of 2000

- Addresses Mitigation Planning at State and Local Level

- Required for FEMA Emergency Funding Eligibility

- Allows Increased Funding for Participating Agencies

- Previous RCCD LHMP Version in 2012 Adopted by the Board in 2015 Resolution

- Requires Formal Resolution by the RCCD Board of Trustees

- All Agencies Targeting a June 2019 Approval

RCCD Local Hazard Mitigation Plan

2017 Local Hazard Mitigation Plan

- Revision of the 2012 RCCD Plan

- No Material Changes.

- Changes Focused on Expansion of Previous Plan Detail

- Accountabilities and Expected Outcomes Unchanged

- RCCD Emergency Resource Allocation Unchanged

- 2017 Plan Tentatively Approved by Riverside County

- Final Approval Contingent Upon RCCD Board Approval

RCCD Local Hazard Mitigation Plan

2017 Local Hazard Mitigation Plan Revisions

- Updated Table of Replacement Values for 2017

- Expanded Detail of Risks and Vulnerabilities

- Emphasized 2012 Goals for Business Continuity *and* Mutual Aid Agreements

- Expanded Detail of RCCD Actions During Specific Disasters

- Mentioned RCCD's Emphasis on Strategic Planning *and* Long Term Commitment to Disaster Preparedness

Questions?

2017

LOCAL HAZARD MITIGATION PLAN

CONTACT INFORMATION

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PLAN ADOPTION/RESOLUTION

The Riverside Community College District will submit plans to Riverside County Emergency Management Department who will forward to California Governor's Office of Emergency Services (CAL OES) for review prior to being submitted to the Federal Emergency Management Agency (FEMA). In addition, we will wait to receive an "Approval Pending Adoption" letter from FEMA before taking the plan to our local governing bodies for adoption. Upon approval, the Riverside Community College District will insert the signed resolution.

EXECUTIVE SUMMARY

The purpose of this local hazard mitigation plan is to identify the County's hazards, review and assess past disaster occurrences, estimate the probability of future occurrences and set goals to mitigate potential risks to reduce or eliminate long-term risk to people and property from natural and man-made hazards.

The plan was prepared pursuant to the requirements of the Disaster Mitigation Act of 2000 to achieve eligibility and potentially secure mitigation funding through Federal Emergency Management Agency (FEMA) Flood Mitigation Assistance, Pre-Disaster Mitigation, and Hazard Mitigation Grant Programs.

Riverside Community College District continual efforts to maintain a disaster-mitigation strategy is on-going. Our goal is to develop and maintain an all-inclusive plan to include all jurisdictions, special districts, businesses and community organizations to promote consistency, continuity and unification.

The District's planning process followed a methodology presented by FEMA and CAL-OES which included conducting meetings with the Operational Area Planning Committee (OAPC) coordinated by Riverside County Emergency Management Department (EMD) comprised of participating Federal, State and local jurisdictions agencies, special districts, school districts, non-profit communities, universities, businesses, tribes and general public.

The plan identifies vulnerabilities, provides recommendations for prioritized mitigation actions, evaluates resources and identifies mitigation shortcomings, provides future mitigation planning and maintenance of existing plan.

The plan will be implemented upon FEMA approval.

TABLE OF CONTENTS

LOCAL HAZARD MITIGATION PLAN
JUNE 2017

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LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE

Riverside Community College District is a three-college higher education system serving 1.4 million people living in Riverside County, California. It is the seventh oldest community college in the state and the fifth largest. RCCD colleges are located in the cities for Riverside, Moreno Valley and Norco. The District's service area is over 450 square miles with a wide range of social, economic, and ethnic diversity in one of the most rapidly growing counties in the nation. Colleges and Annex sites sit within 1/2 mile of major California Freeways and Railroad tracks.

Riverside Community College District (RCCD) initiated development of this Hazard Mitigation Plan because of long-standing awareness of the risks associated with natural hazards. The purpose of a hazard mitigation plan is to document the evaluation of hazards and the anticipated risks and damage, to determine how hazards are addressed by the College, and to help the College to identify feasible and cost effective pre-disaster actions to reduce risk. In 2010 the College District drafted a Local Hazard Mitigation Plan, which served as a guiding document in 2010-2011. The information, including the hazard assessment was updated in 2011, with additional input from stakeholders.

1.1   CITY MAP
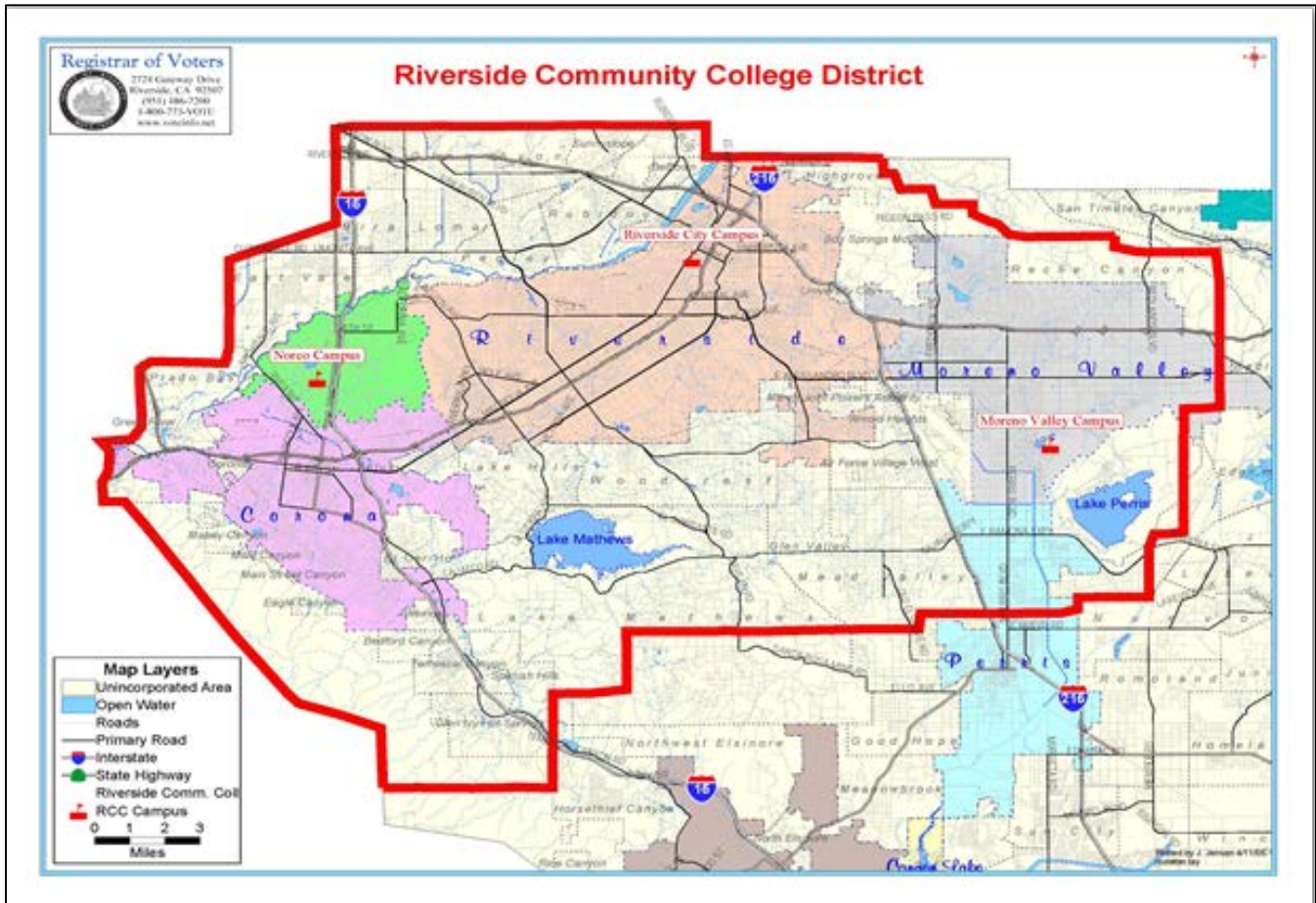
1.2   GEOGRAPHY AND CLIMATE DESCRIPTION

The jurisdiction climate ranges from extreme heat (100 degrees plus in summer months) to below 40 degrees in winter months. Rain (7-10 inches per year average) and high winds cause occasional hazards.

1.3   BRIEF HISTORY

1900 – 1960s: Opening in September 1916, Riverside Community College District (RCCD) is among the first community colleges in California. In 1924 the first two buildings of the Riverside campus quadrangle were constructed. One was for a library; the other mostly for sciences. These buildings are now historic landmarks and are the oldest buildings dedicated to community college instruction in California. After World War II, veterans needed both review and remedial courses in what today are called basic skills. It was clear that more space was needed, and the college expanded with construction of an Administration Building, the Cutter Park Pool, Landis Auditorium, a women's gymnasium, and a facility for cosmetology courses. In 1964 the voters approved the creation of the Riverside Community College District and the election of a five member Board of Trustees. The Board of Trustees

took on an ambitious building and property acquisition program to provide adequate space for the growing student, faculty, and staff populations: a library, life science and physical science structures, and a student center, tennis courts, fine arts, ceramics buildings were built. Auto shop and business education buildings would also emerge, as would the Child Development Center.

1980s: The population surge in the Moreno Valley and Corona-Norco areas led the Board to seek major land acquisitions in both those areas. In March 1991 Norco and Moreno Valley campuses opened.

2000s: In 2003, the Board of Trustees determined that it was time to begin the lengthy process leading to accreditation of the Moreno Valley and Norco campuses, under the management of a single district administration and single Board. In January 2010 Moreno Valley and Norco became the 111th and 112th California Community Colleges.

1.4   ECONOMY DESCRIPTION

Jurisdiction is a community college district, and is limited by state and federal funding. RCCD offers more than 100 comprehensive programs to aid students seeking transfer to a 4 year college or university, a 2-year degree, a professional certificate, occupational training, or simply to update their work skills. Preparation of students for the modern workforce extends outside the classroom to include partnerships with leading businesses, resulting in the development of specialized high tech programs and freestanding centers of learning that attract both traditional and non-traditional students. Some 368 full-time faculty and 831 associated faculty, together with 703 professional and support staff are involved in the continual development of programs to prepare a qualified workforce for the 21 century.

1.5   POPULATION AND HOUSING

The population of area served by Riverside Community College District, which is reasonably calculated by adding the census counts from the cities of Moreno Valley, Norco, Riverside and Corona is 676,673. Riverside Community College District's Fall 2016 enrollment exceeded 35,000. A diverse student body reflects the surrounding workforce. In 2016, 39% of students were Hispanic, 30% were Caucasian, 10% were African American, 9% were Asian/Pacific Islanders and 1% were Native American. The following charts provide additional information on the population of Riverside Community College District:

1.6   BRIEF STATEMENT OF UNIQUE HAZARDS

Riverside Community College District shares the same hazards as the outlying area. Earthquakes, Wildfires, Flooding, Extreme Weather, Hazardous Materials, Power outages, Civil Unrest and Terrorism are some of the major hazards that face the District. These hazards will be discussed more thoroughly in this plan.

1.7 DEVELOPMENT TRENDS AND LAND USE

All properties of the RCCD multi-college district are used for the explicit purpose of the facilitation of higher education to the local population. Riverside City College is currently (2017) undergoing a Facilities Master Plan revision that will result in the repurposing, remodeling, deconstruction, and construction of buildings to support the higher education mission. The new Charles Kane Administration Building was completed in early 2017. The balance of the construction projects will serve to increase the efficiency of the college as a whole while focusing on ADA retrofits and access considerations. Norco College and Moreno Valley College will likely undergo similar master plan revisions in the near future.

The Culinary Arts Academy and District Office (CAADO) building was completed and occupied in March 2016. The Centennial Plaza complex also houses the remodeled Center for Social Justice and the Coil School for the Arts (CSA). This complex serves as the District Headquarters and provides two new educational facilities serving our music and culinary programs. RCCD's construction of new facilities will depend largely upon the availability of funding and the outcome of the strategic planning and management process.

LOCAL JURISDICTION DEVELOPMENT TRENDS QUESTIONNAIRE

LAND USE ISSUES - COMPLETE THE INFORMATION BELOW

JURISDICTION:			DOES YOUR AGENCY HAVE RESPONSIBILITY FOR LAND USE AND/OR DEVELOPMENT ISSUES WITHIN YOUR JURISDICTIONAL BOUNDARIES? YES X NO	
	2012 DATA	**2017 DATA**		**2022**
Current Population in Jurisdiction or Served	37,500	39,000	Projected Population in Jurisdiction or Served - in 2022	40,000
Current Sq Miles in Jurisdiction or Served	4 sq miles		Projected Sq Miles in Jurisdiction or Served - in 2022	4 sq miles
Does Your Jurisdiction have any ordinances or regulations dealing with disaster mitigation, disaster preparation, or disaster response?	YES	YES	If yes, please list ordinance or regulation number.	
What is the number one land issue your agency will face in the next five years				
Approximate Number of Homes/Apts/etc.	0	0	Projected Number of Homes/Apts/etc.- in 2022	0
Approximate Total Residential Value	0	0	Projected Residential Total Value - in 2022	0
Approximate Number of Commercial Businesses	0	0	Projected Number of Commercial Businesses - in 2022	0
Approximate Percentage of Homes/Apts/etc in flood hazard zones	0	0	Approximate Percentage of Homes/Apts/etc in flood hazard zones - in 2022	0
Approximate Percentage of Homes/Apts/etc in earthquake hazard zones	0	0	Approximate Percentage of Homes/Apts/etc in earthquake hazard zones - in 2022	0
Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones	0	0	Approximate Percentage of Homes/Apts/etc in wildland fire hazard zones - in 2022	0
Approximate Percentage of Commercial Businesses in flood hazard zones	0	0	Approximate Percentage of Commercial Businesses in flood hazard zones - in 2022	0
Approximate Percentage of Commercial Businesses in earthquake hazard zones	0	0	Approximate Percentage of Commercial Businesses in earthquake hazard zones - in 2022	0
Approximate Percentage of Commercial Businesses in wildland fire hazard zones	0	0	Approximate Percentage of Commercial Businesses in wildland fire hazard zones - in 2022	0
Number of Critical Facilities in your Jurisdiction that are in flood hazard zones	0	0	Projected Number of Critical Facilities in your Jurisdiction that are in flood hazard zones - in 2022	0
Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones	0	0	Number of Critical Facilities in your Jurisdiction that are in earthquake hazard zones - in 2022	0
Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones.	0	0	Number of Critical Facilities in your Jurisdiction that are in wildland fire hazard zones - in 2022	0
Does your jurisdiction plan on participating in the County's on-going plan maintenance program every two years as described in Part I of the plan?	YES	YES	If not, how will your jurisdiction do plan maintenance?	
Will a copy of this plan be available for the various planning groups within your jurisdiction for use in future planning and budgeting purposes? YES				Yes or No

Projected Sq Miles in Jurisdiction or Served -

SECTION 2.0 - PLANNING PROCESS

2.1 LOCAL PLANNING PROCESS

Representatives from multiple District departments met to identify and prioritize appropriate mitigation strategies. District Emergency Planning teams and other personnel helped in the initial construction of the 2012 plan which serves as the model for the 2017 plan. All departments within the District will be instrumental in maintaining, reviewing and assessing of the plan. Personnel involved in the model program planning included senior management and staff from the each of the colleges, District Police, faculty, The Riverside Community College District Foundation, Information Services, Disabled Student Services, Chancellor's Office, Facilities Planning and Development, Diversity and Human Resources, and Business and Financial Services.

In anticipation of the Local Hazard Mitigation Plan and the revision of the District's EOP, the District Emergency Planning teams have discussed general priorities. The District identified mitigation strategies, prioritized said strategies, and reviewed preliminary budgets and potential funding sources for strategies designated as "high" priority. These strategies have been inserted into the District's risk management strategic planning process and were either implemented, or will be implemented during this plan cycle.

Planning Team Members

Position	Department
Director, Risk Management, Safety & Police	Risk Management
Manager, Safety & Emergency Planning	Risk Management
Chief of Police	Safety & Police
Coordinator, Casualty Claims	Risk Management

Team members were invited to participate in the planning process using several communication modalities to include e-mail, phone, cell phone, and text messaging. The participation of these team members was based on their expertise and understanding of the disaster and emergency planning and preparedness process.

2.2 PARTICIPATION IN REGIONAL (OA) PLANNING PROCESS

The Riverside Community College District's Chancellor, Dr. Michael Burke, submitted a letter of commitment and participation form to Riverside County and Cal OES on June 1, 2016 with RCCD's intention to participate in the Riverside County Multi-Jurisdictional Hazard Mitigation Plan. In addition, the Riverside Community College District has provided written and oral comments on the multi-jurisdictional plan and provided information. The RCCD Risk Management, Safety & Police Services reached out to the EMD on several occasions during the plan preparation process to discuss plan format, minimum plan requirements, and deadlines needed to achieve timely approval and implementation of the plan. The communications occurred between the Director of Risk Management and The Heath Education Assistant II. These communications occurred in February, March, May, and June of 2017.

2.3   DATES AVAILABLE FOR PUBLIC COMMENT

The RCCD Risk Management, Safety & Police Services Department posted a notice to the public side of the RCCD website notifying the public that any comments or suggestions should be submitted to the Director, Risk Management, Safety & Police. The posting remained visible to the public from May 18, 2017 to June 20th, 2017.
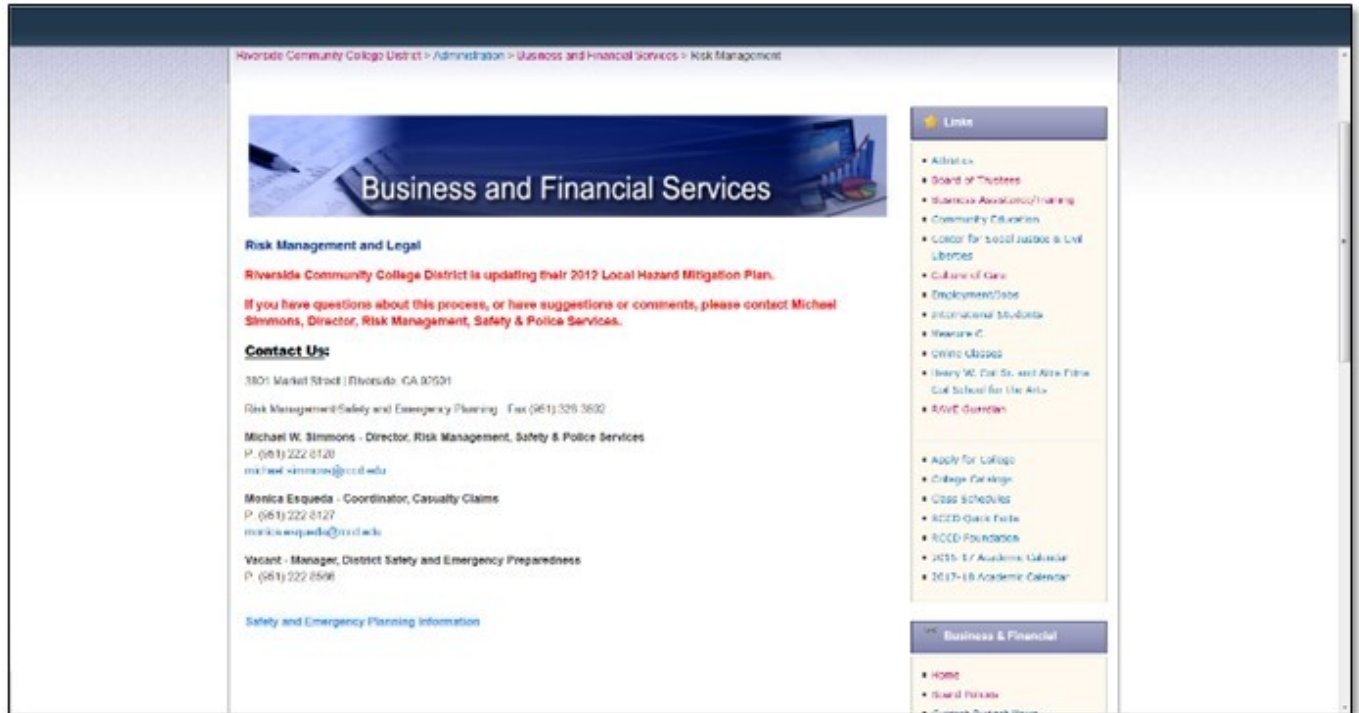
2.4   PLANS ADOPTED BY RESOLUTION

Upon approval by FEMA, the LHMP will be presented to the Riverside Community College District Board of Trustees in a public meeting for adoption via an official Resolution.

SECTION 3.0 – MITIGATION ACTIONS/UPDATES

3.1   UPDATES FROM 2012 PLAN

No new hazards were identified in RCCD's jurisdiction that were not considered and addressed in the 2012 plan.

3.2   LIST OF COUNTY AND CITY HAZARDS

The District accepts the descriptions and general assessments of the hazards that are contained in the Riverside County Multi-Jurisdictional Local Hazard Mitigation Plan. The hazards were discussed by the planning committee, with emphasis on hazards that have – or that might – affect the District. The following summarizes the discussions for specific hazards:

Wildfire: Two of our Colleges are located next to Wildland Fire hazard areas. The hill behind Moreno Valley College (on college property) has experienced an arson event in the past. The District complies with the City & County's outdoor burning rules.

Earthquake: Riverside Community College District is located in Seismic Hazard Zone. The nearest active earthquake faults are located with 1 mile of the District. Jurisdiction has experienced several noticeable ground movement incidents, such as from the 5.9 Chino Earthquake in July 2008 and the 7.2 Mexicali Easter Day 2010 earthquake, but no local damage was sustained. In recent years, the colleges have not sustained damage due to an earthquake. The buildings at RCCD are Field compliant, but at various levels depending on the year they were built. All have been DSA approved.

Hazardous Materials: All of the District sites house hazardous materials. The Colleges house the largest quantities. All facilities departments, and those in the Science Departments, are trained in handling hazardous materials. In addition, some of the police department, including the emergency manager have been trained in CBRNE events. The Surface Naval Warfare Center is located next to Norco College. A secure facility, the Center states on its website "NSWC Corona Division is comprised of three Centers of Excellence, four departments, and more than 950 scientists and engineers, 700 contractors, and one of the Navy's largest scientific and engineering computer operations. More than 180 critical programs are assigned to the Center with about $180 million dollars of annual expenditures."

Transportation Emergencies: All our district sites are susceptible to transportation emergencies, small or large. Two colleges and the district office are located within ½ mile of a major California Freeway. Riverside City College is next to major Railroad Tracks carrying items from Southern California Ports to the rest of the country. Of particular concern is the large number of liquefied petroleum gas vessels that are transported on the transportation systems. A derailment and fire, with large exploding liquefied petroleum gas vessels, could cause widespread damage to the colleges, as has happened in other communities across the country. Large quantities of hazardous materials travel on this track and are stored and used in the surrounding areas. Ben Clark Training Center Annex site is located next to March Air Force Base, and is in the flight path of planes destined for the base.

Power Failure: Although there are frequent power outages, especially associated with thunderstorm activity, these events rarely last more than six hours. Some emergency lighting system batteries last only an hour or less; backup batteries for fire alarms in some buildings should last 12 hours or less. Back-up generators are available.

Rainfall/Flooding. Riverside City College has a flood zone which flows through the campus. All facilities departments conduct regular maintenance on the flood channel, gutters, roofs and drainage systems. Norco College, Moreno Valley College and the Alumni House have had flooding and rain damage. RCCD Facilities departments are especially diligent when notice of rain is on the forecast.

Extreme Weather: Both cold and hot weather has caused power outages and brown-outs. Classes have been cancelled due to power outages. There is a risk of damaged equipment and supplies.

Jail and Prison Incidents: Although Riverside Community College District does not house a jail or prison, the colleges have short term detention facilities designed to house an offender prior to transport to the County Jail. The District has a POST-certified police department of 23 sworn officers to man the detention centers. A county detention facility is located adjacent to Norco College. If a critical incident at the prison occurred, the effects of the incident could may impact the college.

Hurricanes, Tropical Storms, Tornados: Although the campus has not experienced extreme damage due to high winds in the recent years, high winds have caused some local damage, such as downed trees, powerlines damaged by falling palm fronds, and some window damage caused by wind-borne debris and wind pressure. A Tornado went through the Ben Clark Training center in 2008. Although Ben Clark did not sustain any damage, nearby a railroad car was overturned.

Landslides: Landslides are common in Southern California during high rain periods. A landslide is a geologic hazard where the force of gravity combines with other factors to cause earth material to move or slide down an incline. Some landslides move slowly and cause damage gradually, whereas others move so rapidly that they can destroy property and take lives suddenly and unexpectedly. Slopes with the greatest potential for sliding are between 34 degrees and 37 degrees. Although steep slopes are commonly present where landslides occur, it is not necessary for the slopes to be long. Riverside Community College District has several slope that is of concern for a landslide. Although there is slight possibility of landslides at Moreno Valley College and Norco College, Riverside City College has the largest number of slopes.

Civil Unrest/Student Riots/Protests: As California deals with its economic crisis, individuals and groups are becoming more discontent with the situation. The threat of violent protests or uprisings is an increasing concern. The District may need to raise tuition, which usually increases student's anxiety and anger.

Drought: The District adheres to the local water provider outside water restrictions during a declared drought. The facilities department immediately repairs broken water pipes/vessels.

Pandemic Influenza: As a public entity where large groups of individuals gather, the Community College District is susceptible to a pandemic influenza. RCCD students have large networks of friends and families outside of the college (siblings in the k-12 education system, church, sports, etc.). Many of our students have family/friends in the country of Mexico and frequently travel there for visits. In order to not be penalized Students and faculty come to classes even if they are sick. These networks, travel and school/work habits can lead to unhealthy results. The District has placed "healthy hygiene" flyers in all public areas. The RCCD Heath Services department provides immunizations, hand sanitizers and education on staying healthy. During flu season, constant reminders are sent to staff, faculty and students via email.

Terrorism: Although the District or Colleges are not likely targets of most terrorist groups, there is the more likely threat of an active shooter. However, Norco College is located next to the Surface Naval Warfare Center which houses "three Centers of Excellence, four departments, and more than 950 scientists and engineers, 700 contractors, and one of the Navy's largest scientific and engineering computer operations. More than 180 critical programs are assigned to the Center with about $180 million dollars of annual expenditures." Riverside City College lies in Downtown Riverside, which might be considered a higher terrorist target. The ultimate concern in this area is an active shooter or aggressive individual on campus. Community Colleges are open campuses and therefore are susceptible to any individual coming onto campus. Our colleges have had several incidents with violent individuals in the past.

3.3   NEW HAZARDS OR CHANGES FROM 2012

The District is not revising the list of hazards, or mitigation strategies for the hazards, in this plan.

3.4   MITIGATION PROJECT UPDATES

The District is including mitigation strategies designed to increase the scope of our capabilities to recover and restore operations after an emergency. It is the District's intent to expand our ability to offer a safe haven to effected populations after an emergency and to network with other community college districts for the purpose of managing (1) the operation of the college during and after an emergency and (2) manage the emergency itself. The two new strategies include:

- Comprehensive Business Continuity Planning

- Mutual Aid Agreements and Networking with Local Community College Districts

The mitigation strategies will be discussed in detail later in this plan.

SECTION 4.0 - HAZARD IDENTIFICATION AND RISK ASSESSMENT

4.1 CRITICAL FACILITIES AND INFRASTRUCTURES

Critical Facilities Type	Number
Public Safety Dispatch	1
Emergency Operations Center	4
City Hall	0
Fire Stations	0
Water Reservoirs	0
Water Treatment Plants	0
Waste Water Treatment Plants	0
Hospitals (Health Care Facilities)	3
Police facility	3
Maintenance Yards	3
Senior Community Centers	0
Schools	8
Radio Repeaters	3

4.2 ESTIMATING POTENTIAL LOSS

As presented in Section 1.6 of this plan, RCCD may experience losses from a variety of hazards. Losses from these hazards could range from minimal operational interruptions to catastrophic destruction of all buildings and infrastructure. In addition to the potential for loss of life and property loss, the District could incur liability from numerous sources and stakeholder groups. Business interruption losses could exponentially increase the loss exposure to the District. It is estimated that a catastrophic loss to all structures, including loss of life, and business interruption could reach $1B or more.

4.3 TABLE OF REPLACEMENT VALUES

Name of Asset	Replacement Value ($)	Contents Value ($)	Hazard Specific Info.
Riverside City College	192,047,000	39,812,000	Older buildings, Near Railroad tracks and major freeway, flood channel, near downtown, steep slopes, high winds.
Alumni House	591,000	84,000	Older building, near railroad tracks and major freeway
Moreno Valley College	33,184,000	9,946,000	Flooding, wildland behind campus, winds
Norco College	48,037,000	7,271,000	Wildland behind campus, next to Surface Naval Warfare Center, Near major freeways
Spruce Street District Office	4,968,000	3,555,000	Near major freeways and railroad tracks, older building, high winds
Rubidoux Annex		105,940	Portable buildings, high winds, located on high school campus
Corona Annex	2,500,000	124,320	Older building, flooding
Stokoe Annex	1.750,000	92,000	Older building, flooding
RCCD Systems Offices	6,516,000	566,000	New building standards.

4.4   IDENTIFICATION OF RISKS AND VULNERABILITIES

1. **Flood**   Severity **3 |** Probability **3 |** Ranking **7**

Riverside City College has a flood zone which flows through the campus. All facilities departments conduct regular maintenance on the flood channel, gutters, roofs and drainage systems. Norco College, Moreno Valley College and the Alumni House have had flooding and rain damage. RCCD Facilities departments are especially diligent when notice of rain is on the forecast. Past hazard occurrences for floods include severe flooding of the Riverside City College campus in December 2010 and August 2013.

2. **Wild Fire**   Severity **3 |** Probability **4 |** Ranking **18**

Two of our Colleges are located next to Wildland Fire hazard areas. The hill behind Moreno Valley College (on college property) has experienced an arson event in the past. The District complies with the City & County's outdoor burning rules.

3. **Earthquake**   Severity **4 |** Probability **3 |** Ranking **20**

Riverside Community College District is located in Seismic Hazard Zone. The nearest active earthquake faults are located with 1 mile of the District. Jurisdiction has experienced several noticeable ground movement incidents, such as from the 5.9 Chino Earthquake in July 2008 and the 7.2 Mexicali Easter Day 2010 earthquake, but no local damage was sustained. In recent years, the colleges have not sustained damage due to an earthquake. The buildings at RCCD are Field compliant, but at various levels depending on the year they were built. All have been DSA approved.

4. **Severe Weather**   Severity **3 |** Probability **3 |** Ranking **10**

Although the campus has not experienced extreme damage due to high winds in the recent years, high winds have caused some local damage, such as downed trees, powerlines damaged by falling palm fronds, and some window damage caused by wind-borne debris and wind pressure. A Tornado went through the Ben Clark Training center in 2008. Although Ben Clark did not sustain any damage, nearby a railroad car was overturned. Severe weather events resulted in major flooding of the Riverside City Campus in December 2010 and August 2013.

5. **Hazardous Materials**   Severity **3 |** Probability **3 |** Ranking **14**

All of the District sites house hazardous materials. The Colleges house the largest quantities. All facilities departments, and those in the Science Departments, are trained in handling hazardous materials. In addition, some of the police department, including the emergency manager have been trained in CBRNE events. The Surface Naval Warfare Center is located next to Norco College. A secure facility, the Center states on its website "NSWC Corona Division is comprised of three Centers of Excellence, four departments, and more than 950 scientists and engineers, 700 contractors, and one of the Navy's largest scientific and engineering computer operations. More than 180 critical programs are assigned to the Center with about $180 million dollars of annual expenditures."

6. **Technical Hazards**   Severity **3 |** Probability **4 |** Ranking **16**

RCCD maintenance and operations personnel maintain a steadfast preventative maintenance system to prevent losses from interruptions to the operation by technical faults or system failures. The District also maintains system redundancy for critical functions in this area. Lightning accounted for a major electrical outage in August 2014.

7. **Dam Failure**   Severity **NA |** Probability **NA |** Ranking **NA**

This risk does not apply to the Riverside Community College District.

8. **Drought**   Severity **3 |** Probability **3 |** Ranking **11**

The District adheres to the local water provider outside water restrictions during a declared drought. The facilities department immediately repairs broken water pipes/vessels.

See Part II - Inventory Worksheet Page 18 for complete ranking chart.

5.1   REPETITIVE LOSS PROPERTIES

RCCD has not experienced a repetitive loss in our jurisdiction. This section does not apply.

5.2   NATIONAL FLOOD INSURANCE PROPERTIES

RCCD does not currently subscribe to the National Flood Insurance Program. However. RCCD does maintain an insurance program for flood recovery through our Joint Powers Authority, California Schools Risk Management. The District is reviewing the possibility of participating in both the National Flood Insurance Program and the Community Rating System. Riverside Community College District has not participated in the Community Rating System. The District is reviewing the possibility of participating in both the National Flood Insurance Program and the Community Rating System.

SECTION 6.0 - CAPABILITIES ASSESSMENT

Capabilities are the programs and policies currently in use to reduce hazard impacts or that could be used to implement hazard mitigation activities. This capabilities assessment is divided into five sections –

6.1   REGULATORY MITIGATION CAPABILITIES

Regulatory Tool	Yes/No	Comments
Emergency Operations Plan	Yes	2008, Under revision. Anticipated implementation 2018.
Building code	Yes	Federal, State and Local codes
Capital Plan	Yes	Five-year plan; updated annually
Access and Functional Needs Review	Yes	District Annual Program Review
Health Codes	Yes	Federal, State and Local codes
Board and Administrative Policy	Yes	
Safety Audits (OSHA required)	Yes	Completed by College Safety Committees, College Insurance Carriers and Emergency Planning and Preparedness Coordinator

The District's Emergency Operations Plan was approved in 2008. It is currently being revised.

The Riverside Community College District's Emergency Operations Plan (EOP) addresses the challenges and responsibilities of pre-event mitigation and post-event recovery in addition to preparedness and response. It conforms to the tenets of the National Incident Management System and California State Emergency Plan and the Standardized Emergency Management System.

The purpose of EOP is to provide the framework for coordination and full mobilization of the district site, colleges, and external resources. It clarifies strategies to: 1) prepare for, 2) respond to, and 3) recover from an emergency or disaster incident that could impact the district, the campuses, or the region. As part of this strategy, the EOP:
Identifies authorities and assigns responsibilities for planning, response, and recovery activities;

Identifies the scope of potential hazards that form the basis for planning;

Establishes the emergency management organizational structure that will manage the response;

Identifies those divisions or departments of the [name] College District tasked with specific responsibility for carrying out the plans and operations defined with the Annexes of this plan;

Identifies other jurisdictions and organizations with whom planning and emergency response activities should be coordinated; and

Outlines the process of disseminating emergency information and instructions to the college's population.

This Plan is a dynamic document. An annual assessment process, accompanied by rigorous testing and review, will ensure that this Plan does not become just another "manual on the shelf."

6.2   ADMINISTRATIVE/TECHNICAL MITIGATION CAPABILITIES

Personnel Resources	Yes/No	Department/Position
Planner/engineer with knowledge of land development/land management practices	Yes	Vice Chancellor, Facilities Planning and Development Director of Construction (2)
Engineer/professional trained in construction practices related to buildings and/or infrastructure	Yes	Vice Chancellor, Facilities Planning and Development Director of Construction (2)
Planner/engineer/scientist with an understanding of natural hazards	Yes	Vice Chancellor, Facilities Planning and Development Director of Construction (2)
Personnel skilled in GIS	No	
Full time building official	No	
Floodplain manager	No	
Emergency manager	Yes	Risk Management, Safety and Police
Grant writer	Yes	
Other personnel	Yes	

GIS Data—Land use	No	
GIS Data—Links to Assessor's data	No	
Building Captains	Yes	
Facilities Manager	Yes	
Warning systems/services (Reverse 9-11, outdoor warning signals)	No	
Risk Manager	Yes	Contract with outside consultant
Other		

6.3 FISCAL MITIGATION CAPABILITIES

Financial Resources	Accessible/Eligible to Use (Yes/No)	Comments
Community Development Block Grants	Yes	Through Grant process only
Capital improvements project funding	Yes	In order to be used for Hazard Mitigation, these funds would have to be de-designated from their intended use.
Authority to levy taxes for specific purposes	No	
Fees for water, sewer, gas, or electric services	No	
Impact fees for new development	No	
Incur debt through general obligation bonds	Yes	The District has issued General Obligation bonds and has authorization to issue more. Most of these funds, including the yet-to-be-issued bonds are already committed. There is a small amount of officially "uncommitted" funds but there are plans to officially commit these for a specific use. The District has the ability to issue more

		bonds in the future (years down the road) which could be used for HM.
Incur debt through special tax bonds	No	
Incur debt through private activities	No	
Withhold spending in hazard prone areas	No	
Other		

6.4 MITIGATION OUTREACH AND PARTNERSHIPS

Riverside Community College District works with Riverside County and the City of Riverside, City of Norco and City of Moreno Valley to implement and manage mitigation and preparedness efforts. The District also works with the Disaster Resistant California Community Colleges and the Southern California Higher Education Emergency Managers Networking Group in planning for mitigation of hazards. These groups provide critical needed support in dealing with hazards, completing plans, and preparing for disasters. The District has implemented mitigation efforts in the past. Examples that were not covered elsewhere in this section include the installation of auxiliary power sources for technological needs. Networking Operations Centers at Moreno Valley and Norco Colleges, which are under development, will serve as back-up sites for Information Services.

6.5 FUNDING OPPORTUNITIES

RCCD utilizes a combination of general fund and parking fund resources to provide funding resources for this plan. Each element of the plan will be addressed through Annual Program Review (DAPR) process with the goal of allocating funding to implement plan actions and maintain the actions taken by the District.

7.1   GOALS AND OBJECTIVES

The following Mitigation Strategies are being addressed in the Goals and Objectives section of Riverside Community College District's Local Hazard Mitigation Plan. **These were prioritized as "High" in the 2012 "JURISDICTION MITIGATION STRATEGIES AND GOALS" Chart** and the balance of plan objectives are detailed here**.**

- Mitigation Planning (i.e. update building codes, planning develop guidelines, etc.)

- Development and implementation of mitigation education programs

- Development or improvement of warning systems

Future Mitigation Actions and Priorities

The planning team for RCCD identified and prioritized the following mitigation actions based on prior planning assessments. The 2012 LHMP was used as a basis for many discussion and decisions. The resulting goals and strategies to address the highest priority items were developed or ratified (if existed previously) and the decisions were based on

1. The hazards identified in District Meetings and the 2012 Local Hazard Mitigation Plan;

2. The confidence level the District could achieve the strategy, goal, or objective;

3. The availability of funding sources for the initiatives.

Funding is a critical element for emergency preparedness and mitigation at the Riverside Community College District. The goals today are to help stakeholders understand the hazards that RCCD and the larger community face, so individual departments can take measures to secure offices, classrooms and private property.

Goal 1 addresses the need to expand our communications reach and perfect our ability to communicate with our stakeholders, faculty, staff, community members, and local agencies.

Goal 2 addresses need to protect operations and our ability to support the needs of the community in the form of continuity of the business in the event of an emergency.

Goal 3 addresses our commitment to the development of a network of community college resources designed to be activated in an emergency, thus providing redundancy and a breadth of resources the District cannot muster alone.

Goal 1: Increase Emergency Communications and Proficiency

Strategy: Integrate the mass notification with the siren and voice system and train all stakeholders on deployment and response to a communication from the system.

Objective 1.1 – Integrate the two systems to form a seamless communication flow to all stakeholders including the local community.

Objective 1.2 – Train and drill the integrated system until it becomes second nature and stakeholders respond timely and with proficiency. Seek feedback after testing.

Responsible Parties:	**District Safety & Emergency Preparedness Manager, Risk Management Safety & Police Department, CERT Volunteers**
Resources:	Rave Mobile Safety system, Siren/Voice System, staff labor
Timeline:	On-Going

Goal 2: Develop and Implement a Comprehensive Business Continuity Program

Strategy: Deploy all available resources, and procure new resources, to help us actively respond and continue to operate during and after an emergency.

Objective 2.1 – Address all IT infrastructure needs and adopt a business continuity program that provides redundancy and service to a select group of administration personnel and our local agency partners.

Objective 2.2 – Create and implement a business operations plan that will allow RCCD to maintain operational levels, continue to serve our FTES and generate revenue, and recover from an emergency in a reasonable amount of time.

Responsible Parties:	**District Safety & Emergency Preparedness Manager, Risk Management Safety & Police Department, RCCD IT, and Agility Recovery Team.**
Resources:	Agility Recovery; IT labor; staff labor
Timeline:	On-Going

Goal 3: Develop and Implement a Mutual Aid Agreement with Local CCD's

Strategy: Increase RCCD's resource capabilities through a mutual aid agreement with other community colleges in the Southern California area.

Objective 3.1 – Provide additional resources in the form of personnel and services through an agreement ":to act" in the event of an emergency wherein CCD's will come to the aid of a college or university impacted and in need of operational protection and support.

Responsible Parties:	**District Safety & Emergency Preparedness Manager, Risk Management Safety & Police Department, and Mutual Aid Committed CCD's.**
Resources:	Staff labor
Timeline:	December 2019

7.2   MITIGATION ACTIONS

Flood

The Riverside Community College District, in partnership with the City of Riverside, will work collectively to evaluate the need for a comprehensive creek, storm drain, and wetlands management plan. This plan would identify the collective resources needed to ensure all local creek, storm drain, and wetland run-off areas that could adversely impact District sites are monitored and maintained on a routine basis. Until such time as a collective plan can be prepared and adopted, the District Maintenance & Operations Departments implemented a storm drain monitoring and maintenance program to ensure all flood prone areas proximate to District facilities are cleared of debris and other obstructions that could create flooding conditions during inclement weather. This is especially critical after the 2010 storm channel flood damaged several key areas of the Riverside City College campus. **Lead Agency or Department:** The Riverside Community College District Risk Management, Safety & Police Department. **Timeline:** June 2019 completion.

Wild Fire

As part of the Facility Master Plan at each District site, RCCD evaluates the placement of all new facilities to ensure buildings and other structures are erected in areas with a reduced likelihood of wild fire damage or destruction. High fire areas in the County of Riverside identified in the California Fire Hazard Severity Zone Map are known to the District and the Maintenance & Operations departments. The District is also staffed with a POST Police Department of 26 sworn officers. These officers are highly trained in evacuation and Emergency Operations related to wild fire response. The RCCD Police Department functions as the primary first responder group and will coordinate our wild fire response with state, local, and Federal first responders to mitigate losses to personnel and structures. **Lead Agency or Department(s):** The Riverside Community College District Risk Management, Safety & Police Department, District Facilities Planning Department, and the Maintenance & Operations Departments at each college site. **Timeline:** Currently in place.

Earthquake

Unfortunately, earthquakes are not a preventable event. This fact notwithstanding, the District seeks to reduce the destructive and operationally interruptive forces stemming from an earthquake of any substantial magnitude. The mitigation actions include regular drop, hold, and cover drills across the District to reduce the likelihood of injuries or death. An Operations Continuity Plan is in place and will provide computers, housing, power, and connectivity to more than 100 District staff members to permit RCCD to mitigate business interruptions by locating the administration outside of the affected area. The District will also avail itself to seismic activity and best practices reports and information available through our insurance and safety relationship with the California Schools Risk Management Joint Powers Authority (CSRM JPA). Information gleaned from these reports will be evaluated for action by the District Safety & Security Committee (DSSC). **Lead Agency or Department:** The Riverside Community College District Risk Management, Safety & Police Department. **Timeline:** July 2019 completion (seismic activity reports).

Severe Weather

RCCD has historical understanding that two of the primary adverse impacts of inclement weather on our campuses are (1) flood and (2) tree falls. This plan address our intended mitigation actions for flood in Section 7.2 (above). Tree falls are dangerous and cause substantial damage. The District Maintenance & Operations Departments perform regular tree inspections and mitigation activities ("tree watch") in an effort to proactively identify potential hazardous conditions. Dangerous trees and shrubbery are selectively and preemptively removed. Additionally, the District is equipped with a mass notification system (Rave). The system is pre-loaded with severe weather notifications to reach every District facility. The CSRM JPA provides the District with notifications of any severe weather alerts that could impact our facilities. Redundantly, the Risk Management, Safety & Police Department is networked with local fire and emergency agencies to receive severe weather alert notifications timely and well before situations turn dangerous. **Lead Agency or Department(s):** The Riverside Community College District Risk Management, Safety & Police Department, and the Maintenance & Operations Departments at each college site. **Timeline:** Currently in place.

Hazardous Materials

All District facilities are included in the RCCD Hazardous Communications and Chemical Management plans. All District personnel working with chemical agents are trained in the need to maintain strict compliance with chemical handling procedures, HazMat release prevention measures, Personal Protective Equipment (PPE) use, chemical and hazardous materials storage protocols, and the Injury & Illness Prevention Program (I&IPP). All OSHA signage training requirements are managed effectively. Redundantly, the Risk Management, Safety & Police Department is networked with local fire and emergency agencies to respond to any chemical or hazardous material releases or exposures in a timely manner. **Lead Agency or Department(s):** The Riverside Community College District Risk Management, Safety & Police Department, District Facilities Planning Department, and the Maintenance & Operations Departments at each college site. **Timeline:** Currently in place.

Technical Hazards

RCCD Maintenance and Operations personnel maintain a steadfast preventative maintenance system to prevent losses from interruptions to the operation by technical faults or system failures. The District also maintains system redundancy for critical functions in this area. **Lead Agency or Department(s):** The Riverside Community College District Risk Management, Safety & Police Department, District Facilities Planning Department, and the Maintenance & Operations Departments at each college site. **Timeline:** Currently in place.

Dam Failure

Not applicable.

Drought

The District adheres to the local water provider outside water restrictions during a declared drought to support the adverse effects of drought-related calamities. The Maintenance &

Operations Departments are required to immediately repair broken water pipes/vessels and to monitor all sites for evidence of water loss at the foundation levels of structures. **Lead Agency or Department(s):** The Riverside Community College District Risk Management, Safety & Police Department, District Facilities Planning Department, and the Maintenance & Operations Departments at each college site. **Timeline:** Currently in place.

RCCD's progress against the 2012 plan is substantial. Since the submission of the previous plan, RCCD has procured and implemented a mass notification system known as the Rave Mobile Safety system. The system is a multi-modality, web-based system that can generate a message to virtually unlimited number of students, faculty, staff, and community members in minutes. The system complements a new siren and voice system that can project an emergency message over four (4) miles into the surrounding community. Both systems have been tested individually and together and have performed admirably achieving a communication saturation of over 95%.

RCCD also integrated the Risk Management Department and the District Police Department to form the Risk Management, Safety & Police Department. The integrated department is focused on the prevention of loss through the prevention side of the mission and tactical response and mitigation strategies for all incidents that may occur notwithstanding our prevention measures.

With the opening of our new District office building at Market St. and University in Downtown Riverside, RCCD demonstrated its commitment to the design and construction of state-of-the art facilities with space and resources allocated to Emergency Operations planning and a dedicated Emergency Operations Center. The EOC is supported by a mobile EOC function that allows RCD to move it in the event of catastrophic loss to the building.

The balance of the goals and objectives from the 2012 plan are renewed here and captured in the goals and objectives section in Section 7.1 above.

7.3   ON-GOING MITIGATION STRATEGY PROGRAMS

See Section 7.1 Above.

7.4   FUTURE MITIGATION STRATEGIES

The RCCD Risk Management Department is working on a strategic plan for future plan years. When the strategic plan is adopted, all mitigation strategies will be provided to update this section of the plan.

SECTION 8.0 - PLAN IMPLEMENTATION AND MAINTENANCE PROCESS

Riverside Community College District has several planning mechanisms which can incorporate the LHMP. The Emergency Operations Plan is currently being revised, and will include the Hazard Assessments conducted through this process. The LHMP will serve as the base for developing protocols and procedures for emergency preparedness, response and recovery. The EOP is being developed by a multi-disciplinary group of individuals from different departments, all three colleges and the district. The Emergency Operations Plan is also working with the RCCD Human Resources and Employee Relations (HRER) department to ensure individuals with functional and access needs are addressed. In turn, the District Safety & Emergency Preparedness Manager works with the HRER Department in developing strategies to ensure the safety of our individuals with functional and access needs. The Local Hazard Mitigation Plan will assist in developing further strategies to keep all individuals safe.

Scheduled Plan Maintenance Process: RCCD will monitor and evaluate our LHMP on a Bi-Annual basis. Over the next 5 years, RCCD will review the LHMP. In addition to on-going mitigation awareness and strategies being implemented, the RCCD Local Hazard Mitigation Plan will be reviewed on or before **June 2018, January 2020,** and **June 2021** and will be updated as needed. The District Safety & Emergency Preparedness Manager will schedule meetings with the District Safety and Emergency Planning Team. The District Emergency Planning Team will assess, among other things, whether:

- The goals and objectives address current and expected conditions.
- The nature, magnitude, and/or type of risks have changed.
- The current resources are appropriate for implementing the plan.
- There are implementation problems, such as technical, political, legal, or coordination issues with other agencies.
- The outcomes have occurred as expected (a demonstration of progress).
- The agencies and other partners participated as originally proposed.

If the Planning Team discovers changes have occurred during the evaluation, RCCD will update the LHMP Revision Page, and notify Riverside County OES to update our Annex.
Our Risk Management, Safety & Police Department will be in charge of the monitoring, evaluating and updating of the LHMP, with input from our District Emergency Planning Team.

8.1 PROCESS FOR PLAN INTEGRATION

The District Safety & Security Committee (DSSC), comprised of representatives from every stakeholder group, will work with Emergency Operations Center personnel from the Risk Management, Safety & Police Services Department to integrate the Local Hazard Mitigation Plan into the District's formal Emergency Operations Plan. The Local Hazard Mitigation Plan will be activated as part of the District's response and recovery activities for emergency operations. The LHMP serves as the resiliency component of the Emergency Operations Plan wherein the District will demonstrate its ability to recover from an emergency using the mitigation actions identified in the LHMP. The LHMP will be trained out with the District stakeholder groups and evaluated as part of the larger EOP process.

8.2 PREVIOUS PLAN INTEGRATION RESULTS

Previous LHMP plan elements were integrated into the revision efforts for the District's Emergency Operations Plan (EOP), Injury & Illness Prevention Program (I&IPP), Hazardous Communications Program, Chemical Management Program, and the Crisis Communications protocols. The LHMP proactive planning elements were also used to support the development of the District Safety & Security Committee (DSSC), the Safety & Emergency Planning Committees at the colleges, and the new College Safety Coordinator positions (3) residing at the college campuses. The LHMP was included in the development of Facilities Masters plans and the revised American's with Disabilities Act (ADA) Transition Plan. The LHMP plan from previous years has been used to evaluate facility and personnel concerns District-wide in various planning committees and safety programs.

SECTION 9.0 - CONTINUED PUBLIC INVOLVEMENT

After the District Emergency Planning Team conducts the Scheduled Plan Maintenance Process, RCCD will notify the public of any changes/no change in the LHMP Plan by presenting our progress at a Board of Trustees meeting, posting on the District website, and/or by sending out an email to all RCCD stakeholders.

SEE ATTACHMENTS

SEE ATTACHMENTS

SEE ATTACHMENTS

RESOLUTION FOR THE BOARD OF TRUSTEES OF RIVERSIDE COMMUNITY
COLLEGE DISTRICT ADOPTING THE 2017 RIVERSIDE COMMUNITY COLLEGE
DISTRICT LOCAL HAZARD MITIGATION PLAN ANNEX TO THE 2017 RIVERSIDE
COUNTY OPERATIONAL AREA MULTI-JURISDICTIONAL LOCAL HAZARD
MITIGATION PLAN

RESOLUTION NO. 35-18/19

WHEREAS, the Riverside Community College District recognizes the County of Riverside is subject to various earthquake-related hazards such as ground shaking, liquefaction, land sliding, and fault surface ruptures; and

WHEREAS, the Riverside Community College District recognizes the County of Riverside is subject to various weather-related hazards including wildfires, floods, and landslides; and

WHEREAS, undertaking hazard mitigation actions will reduce the potential for harm to people and property from future hazard occurrences; and

WHEREAS, the Federal Disaster Mitigation Act of 2000 requires all cities, counties, and special districts to adopt a Local Hazard Mitigation Plan to receive disaster mitigation funding from the Federal Emergency Management Agency (FEMA); and

WHEREAS, Riverside Community College District fully participated in the FEMA-prescribed mitigation planning process to prepare this local hazard mitigation plan; and

NOW, THEREFORE, BE IT RESOLVED, that the Riverside Community College District Board of Trustees hereby adopts the 2017 Riverside Community College District Local Hazard Mitigation Plan Annex to the 2017 Riverside County Operational Area Multi-Jurisdictional Local Hazard Mitigation Plan as an official plan; and

BE IT FURTHER RESOLVED, that the Riverside Community College District will submit this adoption resolution to the Riverside County Emergency Management Department, the State of California Emergency Management Agency, and FEMA Region IX official to enable the County's plan for final approval in accordance with the requirements of the Disaster Mitigation Act of 2000.

APPROVED AND ADOPTED THIS 19th DAY OF February, 2019 at the regular board meeting of the Riverside Community College District Board of Trustees.

_____

President, Board of Trustees
Riverside Community College District

Agenda Item (IV-D-1)

Meeting   2/5/2019 - Committee

Agenda Item   Committee - Resources (IV-D-1)

Subject   Presentation for FY 2019-20 Governor's Budget Proposal

College/District   District

Information Only

Background Narrative:

Staff will present information for the Board's review on the FY 2019-20 Governor's Budget Proposal released on January 10, 2019.

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

Attachments:

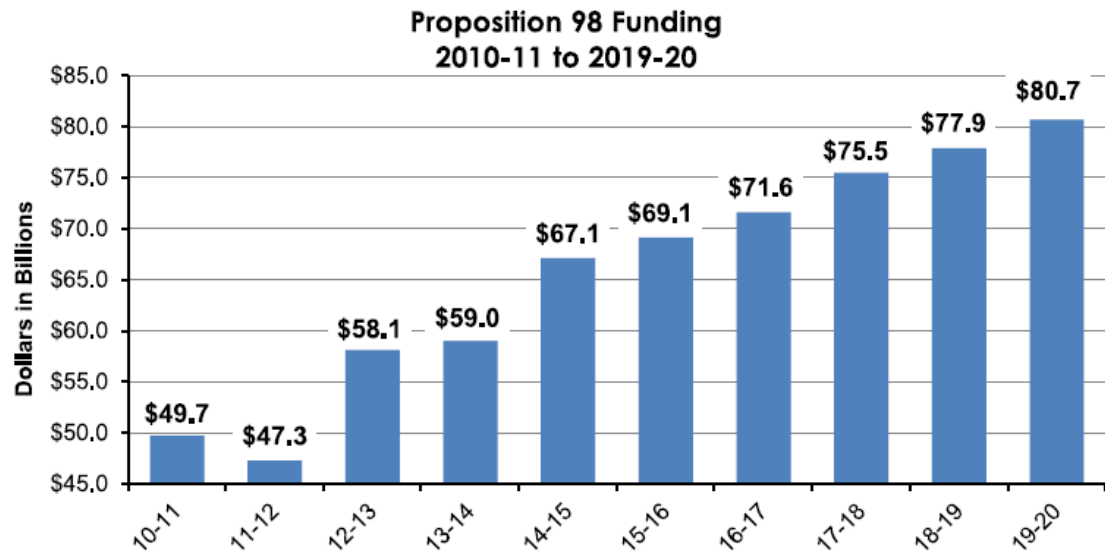02052019_Presentation - Governor's Budget Proposal

FY 2019-2020
Governor's Budget Proposal

February 5, 2019

Proposition 98
Minimum Guarantee

- FY 2018-19 approved budget set the K-14 minimum guarantee at $75.2 billion…now revised to $77.9 billion.

- FY 2019-20 - Governor estimates the guarantee at $80.7 billion.
  - A year over year increase of 3.60%
  - $246 million in new funding for Community Colleges
  - Community College share of Proposition 98 – 10.93%
  - 62.37% increase since 2010-11

Proposition 98 Funding
2010-11 to 2019-20

Dollars in Billions

Year	Amount
10-11	$49.7
11-12	$47.3
12-13	$58.1
13-14	$59.0
14-15	$67.1
15-16	$69.1
16-17	$71.6
17-18	$75.5
18-19	$77.9
19-20	$80.7

FY 2019-2020 Governor's Budget Proposal

Base Changes
(In Millions)

Unrestricted Ongoing Revenues	State
Apportionment*	
Growth (.55%/1.11%)	$ 26.0
COLA (3.46%)	248.0
Full-Time Faculty Hiring	-
Part-Time Faculty Office Hours	-
Total Apportionment/Unrestricted Ongoing Revenues	$ 274.0
Unrestricted One-Time Revenues	$ -
Total Unrestricted Revenues	$ 274.0

*These funding increases will be reflected in the rates for the Base Equity, and Student Success allocations under the Student Centered Funding Formula.

3

FY 2019-2020 Governor's Budget Proposal

Base Changes

(In Millions)

Restricted Revenues	State
California Promise (AB19) - 2nd Year	$ 40.0
F/T Student Success Grant/Completion Grant Consolidation	11.0
COLA for Categorial Programs	14.0
Legal Services for Undocumented Immigrants	10.0
Total Restricted Revenues	$ 75.0

FY 2019-2020 Governor's Budget Proposal

Base Changes

(In Millions)

Other	**State**
Physical Plant and Instructional Equipment	$ -
Proposition 51 - State GO Bond	
(15 Continuing Projects & 12 New Projects)	358.7
Total "Other" Restricted Revenues	$ 358.7

Riverside Community College District

Capital Facilities Projects (FPP's Scheduled for Funding in FY 2020-1 Budget)*

- Moreno Valley College - Library Learning Center

- Norco College - Center for Performance and Kinesiology

- Riverside City College - Life Science/Physical Science

*The Chancellor's Office is proposing a modification to the Capital Outlay project scoring process to provide better alignment with the Vision for Success Goals.

FY 2019-2020 Governor's Budget Proposal

Student Centered Funding Formula	FY 18-19	FY 19-20	FY 20-21
Planned Three Year Phase-In			
Base Allocation (Enrollment)	70 %	65 %	60 %
Equity Allocation	20 %	20 %	20 %
Student Success Allocation	10 %	15 %	20 %
Total Allocation	100 %	100 %	100 %
Revised Three Year Phase-In			
Base Allocation (Enrollment)	70 %	70 %	60 %
Equity Allocation	20 %	20 %	20 %
Student Success Allocation	10 %	10 %	20 %
Total Allocation	100 %	100 %	100 %

Note: The Governor proposes maintaining rates for FY 2019-20 at the same level as the rates for FY 2018-19, plus COLA. The planned phase-in for FY 2020-21 would remain unchanged. This change is being proposed to evaluate the first year impact of the SCFF and to further analyze the data. In addition, the Governor's Proposal includes a growth cap of 10% over the prior year funding level for the Student Success Allocation.

FY 2019-2020 Governor's Budget Proposal

CalSTRS Pension Relief

The Governor's Budget Proposal includes a total of $3 billion to reduce the K-12 and Community College share of the unfunded pension liability and to reduce employer contribution rates. A total of $700 million ($350 million in each year) would be provided to reduce the rates as shown above. The remaining $2.3 billion would be paid to CalSTRS through FY 2022-23.

	FY 19-20	FY 20-21
Current Funding Plan - Employer Rates	18.13 %	19.10 %
Proposed Funding Plan - Employer Rates	17.10 %	18.10 %

FY 2019-2020 Governor's Budget Proposal

Cal Grant Expansion – Provides $121.6 million additional financial aid for students who have dependent children…up to $6,000 annually to cover non-tuition costs. Provides $9.6 million to fund 4,250 new Cal Grant awards.

Longitudinal Student Data System – Provides $10 million to begin planning a new statewide system to connect student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities, and health and human services agencies.

SCFF Legislative Oversight Committee – All 12 members have been appointed to this committee whose charge is to make recommendations to the legislature and the Department of Finance, by January 1, 2020, regarding inclusion of measures related to first-generation college-going students, financial need given cost differences across regions, and academic proficiency of incoming students. The Committee is also expected to review by June 30, 2021, funding for non-credit instruction, instruction delivered pursuant to instructional service agreements, as well as the methods by which district allocations could be adjusted in a recession.

Agenda Item (VI-A)

Meeting	2/5/2019 - Committee
Agenda Item	Closed Session (VI-A)
Subject	Pursuant to Government Code Section 54956.8, Conference with Real Property Negotiator; Property known as APN 249120018; Agency Negotiator: Aaron S. Brown - Vice Chancellor, Business and Financial Services
College/District	District
Funding	n/a
Recommended Action	To be Determined

Background Narrative:

None.

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

Attachments:

None.