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*Accrediting Commission for
Community and Junior Colleges*

EVALUATION TEAM REPORT

Riverside City College

Riverside Community College District

**A confidential report prepared for
The Accrediting Commission for Community and
Junior Colleges**

This report represents the findings of the evaluation team that visited
Riverside City College from March 3-6, 2014

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March 3-6, 2014

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Riverside College, Riverside Community College District

DATES OF VISIT: March 3-6, 2014

TEAM CHAIR: Dr. Steven M. Kinsella, CPA, Superintendent/President,
Gavilan Joint Community College District

Evaluation team members reviewed Riverside City College's *Institutional Self-Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation Spring 2014* dated December 20, 2013, hereafter referred to as the Self Evaluation Report. This report was the basis for the initial review of Riverside City College by the ten member peer evaluation team assigned by the Commission to conduct an on-site evaluation of the College. The ACCJC Eligibility Requirements for Accreditation, the Accreditation Standards and Commission Policies were used to analyze the adequacy of college resources, the effectiveness of its procedures, the quality of its performance in pursuit of its stated goals, and its evidence of student achievement and student learning. The findings and evidence and conclusions regarding the College's compliance with the Standards are included in the body of this report.

To summarize the team's evaluation the following paragraph headings are used: Evaluation of Institutional Self-Study, Evaluation of Institution-Set Standards for Student Success, Evaluation of Distance Education, Evaluation of Information Provided to Students and the Public, Evaluation of Student Complaint Process, and Evaluation of College's compliance with Standards on Student Learning Outcomes, Institutional Effectiveness. This report also evaluates the College's operations, its institutional effectiveness and quality, its planning processes and its financial management of resources using the Guide to Evaluating Institutions.

Evaluation of Institutional Self Evaluation Report

The *Riverside City College Institutional Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation* is a thorough, well written report. It covers all important topics, each of the 21 Eligibility Requirements and addresses the four standards. The Institutional Self Evaluation Report is well organized into sections delineated by tabs. Evidence is easily accessible at the end of each section via hyper-links. The self-study lists the specific standard section at the end of the corresponding narrative under the descriptive summary. The report provides information about the college history, mission, students served, educational programs and delivery modes. Evaluation of Riverside's distance education program is incorporated into the self study as necessary. The report provides evidence of a well-developed program review process that collects and uses both qualitative and quantitative data from a variety of sources. Data include results from the Community College Survey of Student Engagement, SLOs, and retention and course completion (student achievement). The institution has set standards related to student achievement and discussed the data.

Evaluation of Institution-Set Standards for Student Success

Institutional data are summarized in various reports (2013 Key findings from CCSSE) and used in planning. Data are disaggregated at multiple levels and analyzed. Its Student Equity Plan is thorough and nicely done with an evaluation schedule and follow-up process. The College meets the varied educational needs of its students by offering programs that are reflective of the needs indicated by data analyzed from the Fact Book 2012 and the external environmental scan that was published in 2013.

Data about the student population is disaggregated by age groups, educational goals, ethnicity, gender and prior education. Departments recommend “types, delivery times, and formats of classes...based on student enrollment and transfer requirements.” Student success, retention, progress, persistence, completion, and ESL and basic skills improvement rates from 2012 were published in the Fact Book 2012. The chart below identifies the institution’s standards for selected key performance indicators that were reported for academic year 2010-2011 which is the most recent year that this data are available.

Title of Standard	Goal	Actual
Successful Completion	66%	65.40%
*Retention	41%	42.90%
Degrees Awarded	1304	1680
Transfer to 4 yr college/university	2577	2068
Certificates Awarded	1179	1213
License Examination Pass Rates	2010-2011 Year	
Registered Nursing		90.40%
Licensed Vocational Nurse		98.00%
Cosmetology		87.30%
Job Placement Rates		
Registered Nursing		89%
Licensed Vocational Nurse		64.70%
Cosmetology		73.50%

*Fall to Fall retention is a measure of persistence since the course retention is 85.08

The standards selected are appropriate for this community college. These standards were initially set based on past results and are now modified as appropriate using the College’s program review and strategic planning processes. Instructional standards for student performance have been established by academic disciplines. These measures were recently established and continue to evolve and be refined as the student learning assessment and program review cycles are completed each year. Additional details about institution-set standards are located in College’s 2013 ACCJC Annual Report and in this report under Standard I.B and Standard II.A.

The team concluded that the College has institution-set standards for student success and achievement and assesses their appropriateness in achieving the College’s mission. The

College's institution standards are appropriate for Riverside City College and the goals established also appear reasonable. With these newly established goals in place and with one year of performance data available the team concluded that the College's performance in achieving their goals is appropriate. The team took note of the areas where actual performance compared to the institution set standard was below the established target and determined that the shortfall was immaterial in the area of successful completion and certificates awarded. In the area of transfer to a four-year college or university, the team considered the fact that the College was effectively divided into three separately accredited colleges with students possibly being reported initially at one college and in a subsequent year reported at another college. The team concluded that significant organization change may have skewed the results that are now being reported. With a change in the mix of academic programs now assigned to Riverside City College compared to its previous recorded history the team concluded additional time will be necessary before it can conclude that the number of transfers set by the College is appropriate. The College is actively assessing each institution set standard and its processes show that it changes its targets when data analysis justifies a change.

Evaluation of Distance Education

The College does not offer correspondence education and contrasts the differences of such with distance education, especially regarding faculty-student interaction and faculty-directed learning. Students are required to complete a workshop to inform them of the College's distance education format prior to enrolling in online classes. RCC provides helpful and important training for faculty new to teaching distance education courses through its required Online Blackboard Academy. Training is offered monthly in a self-paced format and includes modules regarding expectations, requirements, and best practices. The team concludes that the College's use of Distance Education is appropriate and consistent with the United States Department of Education's delivery mode definitions. The college reported in its Factbook 2012 the following information that compares the performance of students in distance education courses to students who attend face-to-face courses.

Success Rate	Fall 2010	Fall 2011	Fall 2012
Face to Face	65.17	65.02	64.75
Distance Education	53.39	52.65	54.44
Retention	Fall 2010	Fall 2011	Fall 2012
Face to Face	85.08	84.80	84.20
Distance Education	79.10	77.24	77.21

Evaluation of Information Provided to Students and the Public

There is a Fact Book and Community Report summarizing essential environmental and student data to inform prospective students and community members regarding student success trends and demographic information. Information is also disseminated to the public via events, social media, brochures, etc. The District is working on a public relations and communication plan to increase community awareness of student success data and demographic information on students.

Evaluation of Student Complaint Process

Riverside City College has developed an accurate and comprehensive catalog that includes all required language regarding academic offerings, student code of conduct, students' rights and responsibilities, student complaints and grievances. No complaints were reported to the College. The team concluded that the student complaint process meets the requirements of the standards. See Standard II.B for more information.

Evaluation of College's Institutional Effectiveness

Standard I of this report provides a detailed description of the program review process used by the College. Based on the findings and evidence reported in the body of this report the team concludes that program review processes are on-going, systematic and are used to assess and improve student learning and achievement. Every four years, each instructional unit completes a comprehensive program review where assessment results and student learning is evaluated. The Riverside Assessment Committee, a standing committee of the Academic Senate meets to discuss ways to utilize results for improvement of student learning. The College reviews its program review processes as a way to improve institutional effectiveness. The results of the analyses conducted during program review are used to refine and improve practices to increase student learning and achievement.

Systematic evaluation and planning processes are used and refined continually to improve student learning. There is ongoing dialogue that is robust and pervasive. Data and any accompanying analyses are widely distributed and used across the College. There is an ongoing review of evaluation and planning processes. The team concludes that the College has fully implemented the Institutional Effectiveness Standards related to planning.

The evaluation of Institutional Effectiveness in Student Learning Outcomes at the College showed implementation to be proficient with some characteristics of sustainable continuous quality improvement evident. There is ample evidence that Student Learning Outcomes and authentic assessments are in place for courses, programs and support services, certificates and degrees. Discussions about assessment results are included in decision-making processes. Details about Student Learning Outcomes and the related Service Area Outcomes are included in Standard II of this report.

Major Findings and Recommendations of the 2014 Visiting Team

College and District Recommendations to Meet Standards

College Recommendation #1

Evaluate processes including evaluation processes regularly

In order to meet the standards the college should systematically assess and use assessment results for improvement in the following areas:

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

College Recommendation # 2

Evaluate all SLOs in a timely manner

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

College Recommendation #3

Total Cost of Ownership

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

District Recommendation #1

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

District Recommendation #2

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

Commendations

Commendation #1

Preparation of Faculty for Distance Education Course Instruction is Noteworthy

The college provides helpful and important training information for faculty and students participating in distance education courses for the first time. Participation in this training is mandatory and provides a solid foundation for faculty and students when choosing to instruct or receive instruction in the distance education programs of instruction.

Commendation #2

Student Services Personnel Innovate and Were Early Adopters of Practices now in the State's Student Success Initiative

Riverside City College student services personnel are thorough, inclusive, and student-centered and continue to serve the diverse needs of the community despite the recent budget reductions. Student Services programs include student survey data and success rates in relation to program participation as a guide to improve student support. Impressively, their implementation of these practices was grounded in research and data evaluation conducted on their local students. Riverside City College is applauded for implementing data-informed, forward thinking solutions for their students.

Commendation #3

Facilities and Grounds Reflect Pride of College

The team commends the college for its well-maintained grounds and facilities that support a positive teaching and learning environment and promote sustainability. The team considers this noteworthy when recognizing the strain on resources caused by the impact of the economic downturn. Even with lower resources available the team felt the college placed a high value on maintaining a positive environment for students and employees of the college.

Commendation #4

Noteworthy Instructional Programs in Career Technical Education

The team commends the culinary arts, nursing and performing arts programs for their innovation, a unique commitment to student learning and community engagement that enhances the quality of life in the college's service area.

Commendation #5

College and District Culture

The evaluation team commends the College community and the members of the Board of Trustees for their evident pride, passion and commitment to fulfilling their mission and serving the students and community. Riverside City College is preparing to celebrate its 100th anniversary and remains well poised to enter its next century.

The College and District have created a culture that embraces evidence and the mutual spirit of respectful yet focused attention on solving problems and challenges confronting the district. In spite of the financial strain of the economic downturn and transformation of the district from a large single college district to one with three colleges, the atmosphere at Riverside City College and the District promoted the decisions that had to be addressed as changes in the manner in which the district operated were changing. This district showed the

team a methodology that promotes respectful cooperation while solving significant challenges and as a result the team felt the culture created by Riverside City College and the Riverside Community College District is noteworthy and worthy of study by other colleges.

Introduction

Riverside City College is part of a three college district that serves the western part of Riverside County. The college was established in 1916 and is one of the oldest community colleges in California. It offers courses and programs that lead to degree, certificates, career technical employment and transfer to four-year institutions. The college has two offsite locations in addition to its downtown Riverside campus: the Rubidoux Annex in Jurupa Valley and the Culinary Academy in Riverside. The Culinary Academy is an off-site program, and more than 51% of the program is offered at this site. The college offers 63 degrees (A.A., A.S., and A.A.-T), 39 state-approved certificate programs, and 36 locally-approved certificate programs for a total of 138 programs.

The college is located in California's Inland Empire and serves a geographic area that includes the City of Riverside and surrounding area. Enrollment declined from 31,712 full-time equivalent students in 2008-09 to a target of 13,924 in 2013-14. The decline is attributable to distribution of full-time equivalent students to the two newly-accredited colleges in the district. At the time of the 2007 accreditation team visit, the two new colleges were centers in the district. The last comprehensive accreditation visit occurred in 2007 and at that time Riverside City College was including the enrollment of its two education centers that are now separately accredited colleges. Enrollment targets for the most recent year are 13,924 for Riverside City College, 5,861 to Norco College and 5,981 for Moreno Valley College which are considerably lower than in 2008-2009 and are caused by the severe economic recession that reduced college district funding that supported higher enrollment. In fall 2012 (latest figures given in the accreditation self-evaluation report) the student population at Riverside City College is predominately female (56%), Hispanic (51%), largely 24 years old and younger (71%).

Community college financial resources were reduced by the State of California during the economic recession that continues to restrain resources available to community colleges. At Riverside Community College District state apportionment revenue declined from \$70.4 million in Fiscal Year (FY) 08/09 to \$62.9 million in FY 12/13. The amount of state resources has increased during FY 13/14 with the college district expecting to receive \$65.8 million. The Budget Allocation Model (BAM) is the tool used to distribute state appropriation to the three colleges and district office. The BAM adopted by the District in 2008 through the participatory process primarily relied on historical proportions of budgets to provide allocations to the three colleges and the district office. The ratio was 54:23:23 for Riverside: Norco: and Moreno Valley respectively. The model was then revised for the FY 13/14 budget year to take into consideration Full Time Equivalent Student (FTES) enrollment as a resource allocation driver.

Over the lifespan of the college district there has been relative stability in the administration of the institution. The retirement of a long-term chancellor in 2007 was followed by two interim chancellors with the appointment of a new permanent chancellor occurring in 2009. In June 2013, the chancellor left the college district and the president of Riverside City College was appointed as Interim Chancellor. An Interim President was appointed for Riverside City College and it was under this administrative organization that the college had

operated for less than a year at the time the team conducted its visits. The College noted that there were five presidents since its 2007 accreditation site visit. The team did not identify any indicators that would suggest the change in leadership was having a sustained detrimental impact on the College's ability to fulfill its mission.

The transformation from a large single college district into a three-college multi-college district required the district and its colleges to identify how services were to be provided by the district to the colleges and how the colleges would be working to support the agency reporting and legal requirements of the District. The Institutional Self Evaluation Report includes a Functional Map that identifies the major processes of the District and whether there is primary, secondary or shared responsibility for the various types of services provided in support of the colleges. There are the normal and routine on-going conversations about which services are to be centralized and offered by the District to the colleges and what processes and services are performed by the colleges with secondary levels of support provided by the District. The organizational structure, while not a major conversation during the evaluation visit, can reasonably be expected to change over time as these functional area conversations continue to result in changes in how colleges are supported by the District.

Evaluation of Institutional Responses to Previous Recommendations

Previous District Recommendations

Please refer to the district report appended and made a part of this report.

Previous College Recommendations

College Recommendation #1 -Institutional Commitments and Evaluation, Planning, and Improvement

The team recommends that the college reframe its mission to be comprehensive, including educational goals that may be fulfilled at the college and a description of the primary student population for which the college is designing programs (Standard I.A).

- The team further recommends that the college clarify the ways in which the strategic plan aligns with the college mission statement, links to the strategic goals, drives budget allocation, and ensures the distribution of technology and human resources (III.D.1)
- The team also recommends that the college develop a process of integrating program review with institutional goals, complete the implementation of the planning process, assess that process, and communicate the results of that assessment to all constituents in order to promote institutional effectiveness and identify areas for improvement (I.B.2, I.B.3, II.B.4, III.D.3)”

Response

RCC's reviews its mission statement annually as part of its strategic planning process. Integrated Action Plans are developed and linked to the strategic goals. For each goal, RCC has identified the related accreditation standard(s), defined planned activities, strategic leads, timeline, and performance indicators. The Integrated Action Plans are developed and monitored by the four leadership councils. An annual report card documents progress and achievements. The “Annual Key Performance Indicators Report 2011-2013” is available to the public. The report includes information on persistence and successful completions.

The College has aligned its Strategic Plan to the college mission, and its strategic goals and uses this information to assist in allocating resources to achieve strategic plan objectives. The college has an integrated strategic planning process that drives resource allocation decisions and promotes distribution of technology and human resources across the district based on college by college needs. Additionally, the college has an integrated program review process in place with measurable goals identified and tracked. The college has completed implementation of its planning process and has reviewed the results of the planning process assessment with an eye to improving the process for future years. A number of modifications have been made based on the review of the college's planning and resource allocation processes.

Previously, the college responded to this recommendation in its Follow-Up Reports dated October 15, 2008, October 15, 2009 and October 15, 2010. The team evaluation report regarding the October 15, 2010 Follow-Up Report notes that this recommendation was fully implemented.

Conclusion

The College has sustained its efforts in this area. The recommendation and noted deficiencies have been fully addressed and the College is in compliance with the standards.

College Recommendation #2 -Student Learning Outcomes

The team recommends that Riverside City College completely implement the development and assessment of student learning outcomes across all levels of the institution and to use the assessment results for program improvement (Standards IIA. and IIB.4, Eligibility Requirement 10).

Response

Career Technical Education programs at Riverside City College documented in their Comprehensive Instructional Program Reviews that dialogue had occurred and how it had occurred (meetings, informal gatherings of faculty, for example). Riverside City College stated in its 2013 Annual Report to the Commission that 100% of its 1228 courses and 100% of its 95 programs have established student learning outcomes and program learning outcomes. The report states that 89% of its courses have ongoing student learning outcomes assessment and 84% of programs assessed program learning outcomes. All 100% of student learning and support activities have defined student learning outcomes and have been assessed. The college has defined general education student learning outcomes and is in process of aligning the general education outcomes with institutional learning outcomes. Of the general education learning outcomes, 87.2% have had ongoing assessment. The five institutional student learning outcomes have all been assessed.

The College initially relied heavily on surveys with students self reporting on perceptions of their achievements regarding student learning outcomes. Over time assessments have improved and have included more than student surveys when assessing student learning. The RCC Institutional Assessment Plan states "a discipline and program should plan to assess all of its courses within the four-year Comprehensive Program Review Cycle" or more frequently. Dialogue about student learning outcomes has occurred in the Riverside Assessment Committee and at the discipline level. Documentation of dialogue is retained at the discipline level. In the Comprehensive Instructional Program Review, faculty members are asked to respond to a prompt concerning the dialogue that has occurred and whether the dialogue can be documented. The CIPR is completed every four years.

Conclusion

Riverside City College developed and assessed student learning outcomes across all levels of the institution and uses assessment results for program improvement. The college has fully addressed this recommendation and has come into compliance with the noted elements of the standards and Eligibility Requirement.

College Recommendation #3 Organization

To meet the standards related to ethical, effective, and empowered leadership, the team recommends that the college (Standards IVA, IVA.1, IVA.2, IVA.2a, IVA.2b, and IVA.3)

- Identify and document the roles, scope of authority, and responsibilities of students,

- faculty, staff and administration in the decision-making processes;
- Identify and document the charge, the scope of authority, and the responsibilities of each college committee; and
- Identify and document the specific procedures for moving items or issues through the decision-making processes at the college and between the college and the district, including mechanisms for providing feedback.

Response

Board Policies identify the roles, scope of authority and responsibilities of students, faculty, staff and administration in the decision-making process. The Constitution and Bylaws of the Strategic Planning Councils reference Board Policies and use the same language to define how the committees operate. Charters of the various committees reflect consistency in the roles, scope of authority, and responsibilities of members and identify the charge, scope of authority, and responsibilities for each committee. The Strategic Planning Flow Chart shows how items or issues move through the decision-making processes at the college and from the college to the district and back to the college. Minutes of meetings substantiate the described processes are used in practice.

Conclusion

This recommendation has been fully addressed and the College has come into compliance with the noted elements of the standards.

Eligibility Requirements

1. Authority

Riverside City College (RCC) is one of three colleges in the Riverside Community College District (RCCD). The RCCD Board of Trustees operates under the laws and regulations of the Board of Governors, California Community Colleges, the State of California, and Federal laws regarding operations of a public institution of higher education. Riverside City College is accredited by the Accrediting Commission for Community and Junior Colleges.

2. Mission

The mission statement defines the institution's broad educational purposes as: "high quality affordable education ... offering career-technical, transferable and pre-college courses leading to certificates, associate degrees and transfer", its intended student population is identified as "diverse and reflective of the community's demographics," and its commitment to achieving student learning which is described as "learning-centered philosophy ... fosters critical thinking, develops information and communication skills, expands the breadth and application of knowledge, and promotes community and global awareness." RCC's mission statement defines its commitment to student learning and meets the requirements of this Eligibility Requirement.

3. Governing Board

The Board of Trustees (BOT) for Riverside Community College District consists of five members elected by area on a two then three seat, two year cycle. The Board composition shifted from 'at large' representation to area representation following a Board initiated demographics study of the district. The board has a policy on conflict of interest published on the District website. Board members annually certify that there is no employment, family, ownership, or other personal financial interest in the district or any of its colleges. The BOT is an independent policy making board that uses regular reviews of financial reports and approval authority over the budget and curriculum to provide oversight to strengthen the academic and fiscal integrity of the colleges. The college district meets this requirement.

4. Chief Executive Officer

An interim President has been appointed by the Board of Trustees to serve as the full-time chief executive officer for Riverside City College. Board policy on delegation of authority to the chancellor and presidents, provides the required authority for the President to administer board policy. In accordance with policy the President is responsible for acting in a manner that ensures district policies are complied with as the college conducts its operations. The Commission was notified of the recent change in this Chief Executive Officer. The previous and permanent president of RCC is currently serving as the Interim Chancellor of RCCD. The college meets this requirement.

5. Administrative Capacity

Minimum qualifications for administrative positions address experience and skill sets necessary to be an effective administrator. The institution collects qualitative and

quantitative data, analyzes data, and reports its findings on the sufficiency of staff through the college's website. Staff development occurs in a variety of formats including staff development days and online trainings. The College has sufficient administrative capacity to provide the support to achieve its defined mission and purposes and as a result meets this eligibility requirement.

6. Operational Status

The evaluation team visited the Riverside City College campus and off-site locations where educational programs were being offered. Based on personal observations while on-site, the team concludes the college is operational and has degree seeking students actively pursuing their programs of study. The college meets this requirement.

7. Degrees

Riverside City College offers 63 Associate of Arts, Associate of Science, and Associate for Transfer degrees. The college also offers 36 locally-approved certificates in a total of 138 programs. The college offers a variety of occupational and collegiate programs. The programs are clearly listed in the college catalog with the program learning outcomes for each program. Per RCC's most recent annual report to ACCJC (March 2013), 16,740 students were attending the College with 15,923 students enrolled in degree-applicable courses. The college meets this requirement.

8. Educational Programs

RCC's educational programs are consistent with its mission. Courses and programs are of sufficient content, length, quality and rigor, and are based on recognized fields of study. Distance education courses maintain the same level of quality and rigor as is required of all courses. Distance education courses are clearly delineated in the curriculum data system, in the schedule of classes, and in the college catalog. Distance education courses, including hybrid and online courses, undergo a more rigorous review process by the Curriculum Committee as face-to-face courses. The curriculum review process by the Curriculum Committee assures that courses and programs align with the college mission. The college meets this requirement.

9. Academic Credit

As a California community college, Riverside City College awards academic credit in compliance with California Code of Regulations, Title 5, Section 55002.5. Information about academic credit is published in the college catalog and that information is aligned with credit hour definitions published by the U.S. Department of Education. The college meets this requirement.

10. Student Learning and Achievement

The descriptions of the programs of study in the Riverside City College catalog include a description of the program, the program learning outcomes, units required for the degree or certificate, the courses required for the degree or certificate, and when appropriate any other specific, unique requirements required to earn the award. Training is provided and assessments are conducted to ensure that students who complete the program, regardless

of location or mode of instruction achieve the required student learning outcomes. The college meets this requirement.

11. General Education

Degrees listed in the Riverside City College catalog include a general education component of at least 22 units. Courses in the natural sciences, social and behavioral sciences, humanities, language and rationality (including oral and written communication) are required in the general education component of the degree. In addition, the college degrees require completion of courses in self development and health education, except for degrees in selected programs in which this content is excluded. The college meets this requirement.

12. Academic Freedom

RCC's statement on Academic Freedom is found in the college catalog. The policy meets the requirements of this eligibility requirement.

13. Faculty

Riverside City College has 212 full-time and another 575 (part-time or adjunct) contingent faculty that teach all courses at the institution. All faculty meet minimum requirements defined in California Code of Regulations, Title 5 for their academic disciplines. Faculty roles and responsibilities are defined and communicated in a number of district approved documents including the Faculty Handbook, the faculty Collective Bargaining Agreement, and board policies. They encourage faculty to be involved in the college's planning processes, curriculum, program review and development and assessment of student learning outcomes among others. The college has sufficient faculty to support the college's education programs. The college meets this requirement.

14. Student Services

A comprehensive array of student support services is available and special services exist to meet the needs of selected target populations. The college catalog includes a description of RCC's many student services. Many services are available through an on-line system to promote student success including students taking courses through distance education course work. The college meets this requirement.

15. Admissions

RCC's admissions policies are consistent with those of all public California community colleges that comply with Title 5, of the California Code of Regulations. RCC's admissions criteria are communicated through the college catalog, schedule of classes, and web site. Policies related to admissions are consistent with the college mission and the intended student population of Riverside City College. Students may apply online or use a paper application. The college meets this requirement.

16. Information and learning Resources

The college has printed and electronic versions of learning resource materials. Although a significant amount of data are available through electronic database services, the printed materials remain available to meet the educational needs of its students. The college meets this requirement.

17. Financial Resources

Riverside Community College District consists of three colleges that includes Riverside City College. Through the District the college receives a funding base and uses allocation processes outlined in the Budget Allocation Model to distribute money to each of the colleges. Funding is used effectively in the support of the comprehensive learning programs and services at Riverside City College. Board policies establish minimum ending fund balance levels as a percentage of revenue. The college meets this requirement.

18. Financial Accountability

RCCD is audited annually by a certified public accounting firm. Audit reports are prepared and provided to the Board of Trustees by the auditor. Audit reports are published on the district website and are conducted in a manner that includes compliance reporting in addition to the routine opinion of the auditor on the reasonable accuracy of financial statements prepared by the District. Audit findings and recommendations have been immediately addressed by the District with no material weaknesses in financial transaction reporting or in the internal control structure were noted in the report. The college meets this requirement.

19. Institutional Planning

The College's latest report of institutional planning and evaluation is available on the RCC website. The report gives data on student achievement and other indicators along with data about persistence and successful completion as student learning outcomes. RCC has a defined ongoing and systematic cycle of assessment, unit plans, program review, integrated planning resource allocation, including improvement and re-evaluation. The college meets this requirement.

20. Integrity in Communication with the Public

Precise, accurate, and current information concerning general information, requirements, and major policies affecting students for this eligibility requirement were found in several prominently displayed and widely distributed documents including RCC's college catalog, schedule of classes, and the RCC webpage. Most if not all information and appropriate data about students and their performance while taking courses is available in an electronic format. All information is easily accessed in electronic or written formats. The college meets this requirement.

21. Integrity in Relations with the Accrediting Commission

RCC has provided assurance of adherence to the Eligibility Requirements and to Accreditation Standards and policies of the Commission. This report supports the College's statements that it adheres to the Commission's eligibility requirements, its accreditation standards and its policies. Documents published by the College provide consistency in descriptions of the institution. Documentation obtained from the College and the Commission provides evidence that the College complies with Commission requests, directives, decisions and policies, and makes complete, accurate, and honest disclosures of its information. The college meets this requirement.

Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Riverside City College has a policy on Distant Education and Correspondence Education that takes form through the Riverside City College Curriculum Committee and was the subject of a Substantive Change Proposal for Distance Education to ACCJC and approved in May 2012. Riverside City College started expansion into distance education by using existing traditional courses and worked to make the on-line education courses equal to traditional face-to-face teaching. In using this approach the College built support structures for Distance Education courses with an eye toward keeping the on-line instruction equal to the experience of traditional courses taught on campus in a classroom. The College uses a secure log-in and password procedure to verify each student's identity. The College states the difference between Distance Education and Correspondence Education when describing the distance education courses offered at Riverside City College. The Riverside Community College District relies primarily on the advice of the Academic Senate for academic and professional matters and the practices and policies used by the Curriculum Committee meet the requirements of this policy.

Policy on Compliance with Title IV

Financial Aid and other federal funds received by the College are subject to an annual independent audit. Financial Aid funds are accounted for in a separate fund of restricted general fund of the college district. In accordance with the District Contract Auditor guide issued by the State Chancellor's Office, California community colleges and generally accepted auditing standards for governmental entities, all federal fund expenditures are subjected to compliance reviews during the audit test work. Any noted discrepancies are identified in the Summary of Findings section of the annual audit report. The student loan default rate is below the maximum level where Department of Education requests detailed follow up reporting. As a result of the annual audit, the low financial aid default rate, and the compliance reporting offered as part of the annual single audit of federal funds, the team concludes that the College's policies and practices meet the requirements for this policy.

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

The College includes information about its accredited status on its webpage, the College catalog, and a range of published documents available in print and electronic formats. Information on the college's accreditation status is accurate and provides the public with access to any published report related to Riverside City College's accreditation. The College promotes that it is an "open campus" that does not advertise or recruit students per se and instead allow open access to all eligible individuals. When promoting the College generally and when discussing course offerings the college uses its college catalog, its Schedule of Classes and Outreach Office to describe transfer policies, conditions for acceptance for course credit, course completion and licensing requirements and entrance requirements as required by this policy. The team concludes that the practices and policies used by Riverside City College meet the requirements of this policy.

Policy on Institutional Degrees and Credits

The college awards credit based on achievement of student learning outcomes, which are integrated into course syllabi. The curriculum review process provides for input from a broad array of faculty in academic disciplines and support services. Credits and hours are developed and verified during the curriculum review process at RCC. The college uses California state regulations as the guidelines for developing credits granted for hours in class. The college's unit awards per class meet the federal requirements for credit hours awarded. Unit awards are also consistent with the federal clock-to-credit hour conversion requirements where appropriate. The college catalog states the number of units granted for successful completion of each course. Course descriptors (C-ID) are used to provide continuity between courses offered in CSU disciplines and the college. Courses for a degree must be completed with a minimum grade of "C" and the student's overall GPA must be at least 2.0 in order for the student to earn a certificate or degree.

Policy on Institutional Integrity and Ethics

Several Board policies deal with ethical and appropriate behavior, conflict of interest, gifts, tickets and passes, and personal use of public resources. These policies comply with the Political Reform Act and Fair Political Practices. Policies also state a process for dealing with inappropriate Board behavior.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not contract with any non-regionally accredited organizations for any of its academic courses or programs.

Standard I Institutional Mission and Effectiveness

A. Mission

General Observations

Riverside City College is defined by its key mission instructional elements of “career-technical, transferable, and pre-college” offerings, its’ learner-centered philosophy and its’ commitment to supporting students in reaching their educational goals. The mission statement guides institutional planning, both long-term, strategic planning and operational planning focused on resource decisions. The mission statement is communicated across the College and throughout the community. The annual review of the mission uses an inclusive process that provides the opportunity for institutional reflection on mission fulfillment, and fosters collective input and commitment from students, faculty and staff of the college. (I.A)

Findings and Evidence

An annual review of the mission statement is conducted through a structured process and includes representation from the key constituents of the college including: Academic Senate, Student Senate, the Strategic Planning Leadership Councils the District Strategic Planning Committee and the Board of Trustees. The annual review provides sufficient process and opportunity for effective review and for incorporating the interests of the institution’s stakeholders. (I.A.1)

The mission is published in the catalog, visible on the web, and posted appropriately at a variety of campus locations. The mission statement was last approved by the Board of Trustees on Jun 19, 2012. Interviews with students, staff and faculty indicated that there was a good-level of awareness of and commitment to the mission statement of the college. Before the mission statement goes to the Board of Trustees for adoption, the Student Senate reviews, comments, and approves as appropriate prior to submission to the Board of Trustees for action. (I.A.2)

The demographic data (e.g. “RCC Fall 2012 demographics”) provide evidence of the age, gender, and ethnic diversity of the student population as defined by the mission statement. Program assessment is based in part on disaggregated age, gender, ethnic and socio-economic factors. The offerings called for in the mission statement are met, including “63 associate degree programs, 39 state-approved certificate programs, 36 locally-approved certificate programs, and more than 700 courses” including ones in reading, math, ESL and English. During 2011-12, 1,680 degrees were granted and 1,213 certificates awarded; 2,068 students transferred to a four-year educational institution. (I.A.3)

It should be recognized that this is a campus community that lives the values of engagement and respect for tradition. These values have informed the mission of the college and have resulted in use of the mission when conducting deliberate planning efforts and in making decisions. The engagement of a wide range of interested stakeholders or constituencies is evident through on-going informal dialog, published descriptions of the college programs, and across minutes of committees at all levels of the college and district, and in the actions

taken while responding to sensitive issues such as moving to a multi-college district, changes in the structure of Board representation, and a difficult financial environment. (I.A.4)

The evaluation team found evidence of a culture of assessment based in the Institutional Assessment Plan, the CIPR Targets Addendum, the use of Lumina's *Tuning* process for curriculum alignment, and the *Degree Qualifications Profile* to vertically map and assess institutional, program and course-level outcomes. The planning activities show that the mission is central to institutional planning and decision-making. The faculty and staff expressed widespread passion and commitment in interviews for the use of assessed learning outcomes. (I.A.4)

Conclusions

The Mission statement appropriately defines what the college does, the students that it intends to serve, the services that it makes available to ensure student success, and the student-centered learning philosophy that guides its work. A broad level of understanding of the role of the Mission in guiding the work of the college at every level was verified by the evaluation team during campus interviews. Both qualitative and quantitative methods are used to assess institutional effectiveness. The College meets the requirements of Standard I.A.

Standard I Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

General Observations

The Institutional Self Evaluation identifies plans for self-improvement that focus on ongoing evaluation and institutional effectiveness. Riverside City College has put forth effort creating a viable, effective college governance structure with defined participatory governance duties for constituency groups. Annual program review processes have been implemented and connect to the strategic plan. The College has also defined roles of decision making processes for Academic Senate, the various campus committees and administration. A number of documents/processes have been produced or updated since the last site visit which shows the existence of ongoing evaluation of institutional decision-making structures. (I.B)

Findings and Evidence

Evaluation of institutional effectiveness is measured by (1) how well the institution uses regular and systematic evaluations of its key planning and resource allocation processes so that the processes support student learning; (2) how well the institution encourages broad based participation in and communication of processes designed to improve student learning; and (3) the extent to which the institution demonstrates a concerted effort to measure and evaluate student learning. (I.B.1)

Every four years, each Instructional Unit completes a comprehensive program review where assessment results and student learning is evaluated. The Riverside Assessment Committee, a standing committee of the Academic Senate meets to discuss ways to utilize results for improvement of student learning. The Strategic Planning Leadership Councils, Advisory Groups and Executive Council all consider ways to improve the strategic planning process and provide input and recommendations to the Budget Prioritization Committee and senior leadership. (I.B.1)

The college's strategic planning process has completed three full annual cycles. The college planning, implementation, and evaluation processes align with the District's processes and the Board of Trustees policies and regulations. Interviews with Riverside City College faculty, staff, and administrators corroborate investment into the decision-making process by all constituent groups. Since 2009, Riverside City College has revised some of its planning processes during a time of considerable budgetary constraints and transition into a multi-campus district. Minutes from Strategic Planning Leadership Councils, Riverside Assessment Committee, and department meetings all provide evidence in support of self reflective dialogue and improvement of student learning. (I.B.1, I.B.2)

An effective planning model is demonstrated in the strategic planning process, comprehensive instructional program reviews and annual unit plans and budget process. The Strategic Planning Process flow chart is primarily identified as the engine for campus dialogue, resource requests and continuous improvement. Each year, Instruction, Administrative and Student Services Departments develop unit plans that include resource requests and outcomes assessment. These plans are linked to the mission and strategic

planning goals of the institution. Projects are mapped to the college strategic plan and, if applicable, to basic skills effective practices. Actions include the description with purpose, activities, students targeted, and outcomes; college groups participating in the efforts; resources needed; and progress. (I.B.3)

Riverside City College has an integrated planning model that uses its strategic plan and criteria-based annual unit plans to inform resource allocation. Planning outcomes are tracked and evaluated annually using program review data, along with student learning outcomes, to inform the next cycle of planning and funding. The review cycle in some areas is a two-year submission process that uses quantitative and qualitative data to inform collegial discussion and provide continuous improvement for student learning and student services programs. (I.B.3)

The College is updating its Educational Master Plan to increase the focus on student success. The Educational Master Plan, Facilities Master Plan, and Budget Plan are used in short-term planning. However, a district-wide technology plan should be explored as a next step in incorporating all comprehensive support services into a single comprehensive plan. As noted in other parts of this report, an Information Technology audit was conducted yet the district did not prepare a comprehensive technology plan for the district as a whole. Technology requirements and needs are included in other planning activities such as for instructional department but there is no district-wide plan available to support planning or technology infrastructure development at the college level. (I.B.3)

Riverside City College encourages employee membership on various planning and governance committees. The Strategic Planning Leadership Council focuses on Student Access and Support, Academic and Career Technical Programs and Instructional Support, Resource Development and Administrative Services, and Institutional Effectiveness. There are advisory groups with a focus on human, physical and technology resources. The Academic Senate President, College President (or designee) and chairs of the Leadership Councils make up the Strategic Planning Executive Council which makes recommendations to the College President. Also providing input to the President are the Vice Presidents of Academic Affairs, Student Services, Administrative Services, Workforce and Resource Development and the Budget Prioritization Committee. Prior to the Vice Presidents and Budget Committee receiving recommendations, the Unit Plans are developed by various committees within the department or discipline. The process is evidence of an organic effort that begins where the students are being directly impacted and served. Unit Plan review committees use rubrics to rank and prioritize resource requests. All of these committees are encouraged to use campus climate surveys, program reviews and environmental scan data when developing recommendations to improve institutional effectiveness. (I.B.4)

Riverside City College utilizes a combination of state management information systems (MIS) data, Tracdat data, Student Success Scorecard, and the results of a variety of internal campus surveys to faculty, staff, and students to communicate matters of quality assurance to appropriate constituencies. The college created pivot tables and statistics for each department and discipline that can be disaggregated as a way to support data analysis. Evidence and interviews indicate that the institutional research functions are central to its institutional

effectiveness process and the work of the research office is closely aligned with the needs of each department and prepares analyses as needed for the college. There is a Fact Book and Community Report summarizing essential environmental and student data to inform prospective students and community members regarding student success trends and demographic information. Information is also disseminated to the public via events, social media, brochures, etc. The District is working on a public relations and communication plan to increase community awareness of student success data and demographic information on students. (I.B.5)

The Strategic Planning Council is responsible for systematic review of the planning and evaluation cycle and for assessing institutional effectiveness. Unit Plan Review Committees in collaboration with the Institutional Research Office recently updated the program review process to ensure more qualitative and quantitative information are made available to adequately inform evaluation and college planning. The Strategic Planning Council is also charged with evaluating how well the college is meeting its goals as outlined in the strategic plan through an annual assessment. A consistent structured evaluation of the annual planning process as it relates to program improvements and institutional effectiveness has not yet been conducted. The college does not meet this standard and should develop a structured or formal review process that can be executed regularly to promote consistent evaluations that can lead to improvements in the existing planning process as circumstances change over time (I.B.6).

All departments and programs at Riverside City College create and submit Unit Plans. These plans are then reviewed by the various councils for feedback and revision, if necessary. The annual review is used to assess progress and revise strategies implemented to meet the goals of the previously approved Unit Plans. The process used to evaluating progress towards goals has not been developed or conducted. There is evidence gathered to assess the effectiveness of programs and services. What could not be located was an assessment of the evaluation mechanisms used to determine the effectiveness of programs and services. The college should develop an assessment method or process to determine whether the evaluation mechanism (or process) is effective (I.B.7).

Conclusions

Riverside City College has an effective model for integrated planning and resource allocation. Current planning and program review processes are in place and have positively impacted institutional effectiveness. The college needs to systematically evaluate the processes used to determine the appropriateness of the planning processes in improving institutional efficiency. The college does not meet Standard I.B.6 and I.B.7

College Recommendation #1

In order to comply with the standards the college needs to systematically assess and use assessment results for improvement in the following areas:

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

Standard II Student Learning Programs and Services

A. Instructional Programs

General Comments

The Riverside City College Fact Book for 2012 shows the majority of students are high school graduates (81%). The College has fifty percent of students attending daytime classes only, 18% attending evening classes only, and 24% attending both. Eight percent of students attended online classes exclusively. In fall 2010, 73% of students enrolled in eleven units or less. In fall 2011, 20.6% of student placed into college-level, transferrable English and 4.2% of students placed into college-level, transferrable math courses. (II.A)

In 2011 the college conducted a self-report survey of student outcomes for career technical students that indicated the majority of students were employed in their field of study, were employed in a better job since completion of their program or certificate, and were positive about the programs, services, personnel and/or the college. (II.A)

The college offers two 16-week compressed calendar semesters and 6-week intersessions in winter and summer. Delivery modalities include lecture, lecture with lab, web-enhanced, hybrid, online and self-paced learning (instructor-directed). In fall 2012, the college enrolled its first cohort of 350 students in a "Completion Counts" program that requires full-time attendance and a "supervised schedule" that leads to transfer. The second cohort of 343 students enrolled in fall 2013. The college self-evaluation report indicates that 100% of programs have identified Program Learning Outcomes and Student Learning Outcomes. The self-evaluation report indicates that the college is committed to high quality programs, academic integrity, and improvement of academic offerings. (II.A)

Findings and Evidence

The institution demonstrates that it aligns all instructional courses and programs with the institutional mission and upholds institutional integrity through the course development and review process and the program review process. Data in CurriUNET also includes a mapping of courses to the program student learning outcomes and the general education student learning outcomes, used by assessment. (II.A.1)

The institution meets the varied educational needs of its students by offering programs that are reflective of the needs indicated by data analyzed from the RCC Fact Book 2012 and the external environmental scan that was published in 2013. Data about the student population is disaggregated by age groups, educational goals, ethnicity, gender and prior education. Departments recommend "types, delivery times, and formats of classes...based on student enrollment and transfer requirements." Student success, retention, progress, persistence, completion, and ESL and basic skills improvement rates from 2012 were published in the RCC Fact Book 2012. Particularly noteworthy is the improvement rate in ESL from 45.2% (2006-07 to 2008-09) to 51.2% in (2008-09 to 2010-11). (II.A.1.a)

The institution offers traditional face-to-face course delivery, online, hybrid, web-enhanced, and self-paced learning led by instructors. Eight week, accelerated, and open-entry, open-exit

format courses are also offered. Learning communities and paired courses are offered. (II.A.1.b)

RCC provides helpful and important training for faculty new to teaching distance education courses through its required Online Blackboard Academy. Training is offered monthly in a self-paced format and includes modules regarding expectations, requirements, and best practices. Important is that RCC declares it does not offer correspondence education and contrasts the differences of such with distance education, especially regarding faculty-student interaction and faculty-directed learning. Students are required to complete a workshop (estimated 5-15 minutes time) to inform them of RCC's distance education format prior to enrolling in online classes. RCC has been active in pursuing authorization for distance education in all 50 states. In cases where costs and efforts to receive required permissions are determined to be too high, any students residing in those states are blocked from registration in the distance education classes. (II.A.1.b)

The institution has an Institutional Assessment Plan that includes assessment of learning outcomes at four levels: course, program, degree/general education and institution. Learning outcomes are documented in the annual assessment plan and annual assessment reports. Improvement plans are in the form of "informed collegial dialogue." Program reviews validate faculty dialogue about SLOs. The Riverside Assessment Committee, a standing committee of the RCC Academic Senate, includes representatives of each department who discuss ongoing assessment issues. All courses have identified Student Learning Outcomes, and all programs have identified Program Learning Outcomes. Of all courses offered in 2012, 89% reported Student Learning Outcome assessment. RCC has conducted much assessment relying on surveys in which students self-report their perceptions of achievement regarding student learning outcomes. The general education assessment has used surveys of RCC graduating students as well as the CCSSE results. As a result, workgroups have been reviewing the general education requirements for the various degrees, and have been developing pathways with more prescriptive general education courses to better match the discipline areas. (II.A.1.c)

Resource requests are tied to Student Learning Outcomes through annual unit plans. Program or course improvements that are not tied to funding are not aligned with Student Learning Outcomes. Student Learning Outcomes are assessed every four years, but it is possible that the same Student Learning Outcome could be assessed repeatedly every four years and other Student Learning Outcomes for a course or program may not be assessed in any given four year cycle. The faculty and staff have developed a culture of assessment and use data to improve student success. Faculty is engaged in assessment of outcomes continuously at the course level for improvement within courses and across multiple sections of the same course. The team suggests the College consider evaluation of the methods of assessment cycle be evaluated to ensure all aspects of course curriculum is assessed to determine appropriate resource needs. The team concludes that the process for aligning resource requests and SLO assessment results exists. The suggestion is made to encourage the College to advance to more comprehensive and inclusive assessments of SLOs on a frequency that will enhance the justification for resource allocations. (II.A.1.c)

The institution has established procedures for developing and reviewing courses and programs by faculty. The process is fully documented in the Riverside Community College District Curriculum Handbook. The institution offers an array of basic skills, lower division, transfer, and career technical education courses and programs. Community education courses are also offered. The majority of courses are scheduled from early Monday morning through late Thursday evening, with some courses offered on Fridays and Saturdays. (II.A.2)

The institution's Curriculum Committee, composed of faculty members representing all areas of the institution, reviews courses that are proposed by faculty. If a course is part of the District's common core curriculum, the District's approval process is also used. The RCC District Curriculum Handbook gives procedures for new and revised curriculum. (II.A.2.a)

Student Learning Outcomes and Program Learning Outcomes are developed by faculty members and reviewed by the RCC Curriculum Committee. Advisory Committees review courses and programs, in accordance with the RCC District Curriculum Handbook. The Career and Technical Education Advisory Committee Handbook suggests that occupational advisory committees discuss curriculum review and relevance to industry standards. Evidence of the recent involvement of advisory committees in curriculum and student learning outcome/program learning outcome review was provided for some CTE disciplines while other disciplines did not have 2012 or 2013 advisory committee minutes on file. The team suggests the College consider development of a master schedule of Advisory Committee meetings to assist in retaining current and relevant instruction. (II.A.2.b)

The curriculum development and review processes ensure that course outlines are college-level or prepare students for college-level study. Minimum qualifications for faculty and the hiring procedure ensure that quality instructors are teaching in the classroom. The faculty union contract contains the evaluation procedure that includes a review of course syllabi for adherence to the course outline of record, participation in SLO assessment processes, and evidence of subject matter proficiency. The hiring procedure in the Board Administrative Procedures allows for industry or community representatives to be part of the hiring committee for a vocational discipline. (II.A.2.c)

RCC offers a variety of delivery modes to meet its students' needs. The college offers traditional face-to-face classroom teaching, web-enhanced delivery, online and hybrid courses, and open-entry, open-exit courses. Faculty who teach distance education courses are required to complete the Online Blackboard Academy. Professional development is offered annually on student learning issues and best practices in teaching. (II.A.2.d)

The RCC Curriculum Committee reviews all courses on a four year cycle. The college uses CurricUNET as the platform on which all faculty can view course outlines of record. Content review is the responsibility of faculty at the discipline level. SLOs are reviewed to ensure that progression of critical thinking is addressed. Prerequisites and advisory courses are analyzed to show a logical progression of sequencing and skills. Delivery modes and methods of instruction are reviewed by the Curriculum Committee to reflect the diverse learning styles and needs of students.

The cycle of assessment for SLOs is four years. Not all SLOs are assessed on the four-year cycle; and therefore, it is possible for the same SLO to be assessed repeatedly every four years while other SLOs for a course or program might not be assessed. A lengthy cycle may not reflect the critical element of assessment of SLOs and the resultant changes that may be necessary for maintaining curriculum that is current and relevant. There is a systematic review of courses and programs occurring, however the College allows review of some or even one SLO per year and needs to increase assessments to include all SLOs at appropriate intervals to ensure complete assessment results are used when courses are reviewed systematically for relevance, appropriateness of learning outcomes currency and future needs and plans. Because not all SLOs are reviewed in the standard program review cycle, the College does not meet the requirements of Standard II.A.2.e

Review of instructional units occurs during the Comprehensive Instructional Program Review (CIPR) that is completed by every discipline on a four year cycle. The faculty completes the CIPR. The template includes sections on courses offered, changes in the discipline, student success and retention. The link between resource requests and the college's strategic plan is included in the CIPR. All disciplines are required to complete CIPRs. Outcome data for Student Learning Outcomes and Program Learning Outcomes are available on the college's intranet. Accountability Reporting for the Community Colleges (ARCC) indicators is published in Riverside City College's Fact Book available on the public website.

Data for planning can be improved with more complete data being used for analysis purposes for instance by reviewing all SLOs regularly and including all of that data in planning activities so assessment of SLOs for all courses can be included in planning processes. (II.A.2.f)

The college's self-evaluation report states that some discipline faculty have collaborated to develop exams that show sequential mastery of concepts and content, but this is not common among the disciplines. Institutionalization of common exams has not occurred. (II.A.2.g)

The college awards credit based on achievement of student learning outcomes, which are integrated into course syllabi. The curriculum review process provides for input from a broad array of faculty in academic disciplines and support services. Course descriptors (C-ID) are used to provide continuity between courses offered in CSU disciplines and the college. Courses for a degree must be completed with a minimum grade of "C" and the student's overall GPA must be at least 2.0 in order for the student to earn a certificate or degree. The college's unit awards per class meet the federal requirements for credit hours awarded. Unit awards are also consistent with the federal clock-to-credit hour conversion requirements where appropriate. (II.A.2.h)

Credits and hours are developed and verified during the curriculum review process at RCC. The college uses California state regulations as the guidelines for developing credits granted for hours in class. The college catalog states the number of units granted for successful completion of each course. (II.A.2.i)

The institution requires general education in all programs leading to a degree. The philosophy of general education and the District faculty's conviction that applies to general education at the institution is documented in the RCC college catalog. Faculty recommends and approves courses for inclusion in the general education offerings as part of the curriculum development and review process. (II.A.3)

The College catalog identifies that students must have a minimum of 18 units of focused course content in the sixty associate degrees offered. Seven of the degrees approved by the California Community College Chancellor's Office are associate degrees for transfer (AA-T degrees that have focused areas of study that transfer to the California State University System. Licensure pass rates and placement rates were reported to ACCJC in 2013 as part of the College's annual report submission. (II.A.4) and (II.A.5)

The College's information about matriculation, courses and programs and transfer policies are easily located in the college catalog and on the college website. Student Learning Outcomes for programs are located in the college catalog as is the policy on Transfer of Credit. The College has a policy on program discontinuance however it has not been used opting instead to allow programs with low enrollment and the automotive programs that lost their corporate sponsor to be placed on inactive status. This preserves the College's ability to reactivate the program when warranted by economic and workforce needs. The publications that were examined are consistent, clear, and accurate including print and electronic formats. Electronic format is the preferred method of distribution of handbooks, class schedules, and the college catalog. (II.A.6, .a, .b, .c)

The Board of Trustees has established policies on academic freedom and responsibility, student academic honesty, and cultural diversity. The College's Faculty Handbook and College catalog contain the Board's policy on academic freedom. The Board has defined plagiarism, cheating, and expectations of academic honesty. An administrative policy that is public via the institution's website, catalog, course schedule, and student handbook explains the consequences of academic dishonesty. The College does not seek to instill specific beliefs or world views beyond its stated value of cultural diversity that is disclosed in the institution's mission statement. (II.A.7, .a, .b, .c)

The college participates in study abroad programs but does not offer curricula in foreign locations. Standard II.A.8 does not apply at this time. (II.A.8)

Conclusions

Except for Standard II.A.2.e the College meets the standards for Standard II.A – Instructional Programs.

College Recommendation # 2

Evaluate all SLOs in a timely manner

In order to meet the standard, the College should evaluate all courses and programs in a manner that ensures a comprehensive and timely assessment of course and program SLOs is completed in all disciplines, so that the assessment of all SLOs can be included in curriculum

review for maintaining relevant, current and responsive courses and programs, especially those that experience rapid changes in workforce competencies. (II.A.2.e)

Standard II Student Learning Programs and Services

B. Student Support Services

General Observations

Riverside City College has an extensive offering of student support services. The college provides appropriate student services programs consistent with its student characteristics and mission. The Student Services division works well with other campus areas to ensure students are appropriately prepared to begin classes and provide expansive support while enrolled. The College's Student Services division continues to lead improvement activities with ongoing continuous improvements occurring as a result of the structured processes in place. Data augments information obtained as student service cycles of operation continue to renew and change to meet student requirements. (II.B)

The Student Services division excels in completion of the program review process, development, implementation and assessment of Student Learning Outcomes (SLOs), and delivery of information to students through a campus communication methodology that has proven effective in reaching students about services available. All areas have SLOs or Service Area Outcomes (SAOs) identified and have gone through a process to assess and identify opportunities to improve their programs and services. There is a genuine effort to make the SLOs meaningful and to use those outcomes in the existing planning procedures while creating an effective program review and evaluation structure. (II.B)

Findings and Evidence

Riverside City College is committed to meeting the needs of its service area and a concerted effort exists to encourage access and equity within its diverse student population. Evidence indicates that all required services are available to students either in person or through online support functions. The College is meeting the mission: "to help students achieve their goals, the College offers comprehensive learning and student support services". Although the delivery methods vary, the college has committed to providing student support regardless of location. RCC utilizes technology to deliver quality student support services as appropriate. (II.B.1)

Riverside City College has developed an accurate and comprehensive catalog that includes all required language regarding academic offerings, student code of conduct, students' rights and responsibilities, student complaints and grievances and the Academic Freedom Policy. The catalog is updated annually and is well organized and complete. Printed, compact disc and web based versions of the catalog are available and are identical regardless of the media of the catalog. Board policies address any area not covered already addressed in the student code of conduct and the students' rights and responsibilities document available to students. The catalog also contains a section on the general education requirements for earning a degree from the institution. (II.B.2, II.B.2.a, II.B.2.b, II.B.2.c, and II.B.2.d)

Support needs of students are determined through various means that includes conducting surveys, analyzing departmental data and participating in self-reflective dialogue. Riverside City College evaluates student support services through their systematic and regular unit plan (program review) process. The college has a program review cycle that is driven by its

mission and informed by data to make decisions to improve programs. The inclusion of a scoring rubric and other documentation shows that the unit plans are created with input from all stakeholders. (II.B.3)

Students enrolled in online courses may schedule online counseling appointments. Students can email financial aid advisors for information and assistance. The college continues to review services available through web based applications as evidenced by plans to add degree audit capabilities to the web stable of services. (II.B.3:a)

The institution provides opportunities for students to engage in many service organizations and outreach in the community. The team observed the many clubs on the main walk during club rush week, and evidenced the energy, engagement, and interaction of students interested in being involved in college activities. These organizations and clubs assist students to engage in intellectual, aesthetic and personal development with a focus on diversity. The College demonstrated its commitment to holistic student development by developing a comprehensive student equity plan. (II.B.3b, II.B.3d)

Services available to students include: career counseling, educational planning, navigating the college environment, transfer information and referrals to other support services that may benefit a student. The Counseling Department relies on technology, and the addition of educational advisors to maintain and enhance services for students. Counseling and advising services are available on an appointment or walk in basis. (II.B.3.c)

The counselors are involved in many programs on campus including: Puente, Student Equity, Financial Aid, Basic Skills, EOPS, DSPS, Veterans, Outreach, Honors and Workforce Preparation. The programs are regularly evaluated through the unit plan submission process, governance committees, and counseling meetings. Counselors meet the minimum qualifications for professional service and are greatly involved in campus dialogue and training. Evidence shows the College is dedicated to students through an evaluation process and student satisfactory survey that solicit feedback from students. Comprehensive data collection and evaluation of the support needs of the students is ongoing. (II.B.3, II.B.3.c, II.B.3.d)

The College has conducted validity studies to establish cut scores and link success rates to accurate placement on its reading, English, math, and ESL placement tests. The Institutional Research Office collected data to revalidate cut-scores for English in 2010. In spring of 2009, placement validation was conducted in math. In 2012, reading and ESL were last examined. The Assessment Center is accessible to students on an appointment basis and the tests are Chancellor's Office approved. (II.B.3e)

The institution is transitioning from paper records to electronic files to record all student transactions. The College has recently implemented scanning software and securely maintains electronic files and backup of all student records. Additionally, the college meets FERPA guidelines regarding the release of student records. (II.B.3.f)

All areas have generated SLO's that have gone through a full cycle of assessment and they have used that information to guide future planning. The Student Services Unit Plan Review Committee (UPRC) evaluates the proposed plans, examines the rubric scores and listens to departmental presentations. Administrators, faculty and staff are provided opportunities to discuss matters related to student services and the impact on student learning and success through various committees and participatory governance councils. (II.B.4)

The Student Services Division utilizes other types of data in addition to survey data such as transcript analysis (course-taking patterns); retention and completion rates; tracking the utilization of counseling, assessment and transfer; analyzing transfer data; studying outcomes of students identified or referred who utilized services and SLO assessment analysis from all areas in Student Services. Riverside City College has done an effective job in analyzing student services data, incorporating that data into unit plan requests, and allocation resources through a transparent and inclusive process. (II.B.4)

Conclusions

The Student Services program at Riverside City College is broad and employees are dedicated to serving its student population. Each area in Student Services has developed SLOs and participates in program reviews. Moreover, the data that is collected and analyzed is integrated into future planning agendas. Student Services programs include student survey data and success rates in relation to program participation as a guide to improve student support. Riverside City College has already implemented many best practices that the State of California is now mandating all community colleges provide. Impressively, their implementation of these practices was grounded in research and data evaluation conducted on their local students.

Riverside City College Student Services are thorough, inclusive and student centered. They continue to serve the diverse needs of their community despite the recent budget reductions. The Student Services Division exhibits prudent risk taking in its initiatives to improve student support and are based on student data and needs, and should be applauded for their willingness to implement forward thinking and advanced services for their students. Riverside City College meets all parts of Standard II.B.

Recommendations

None

Standard II Student Learning Programs and Services

C. Library and Learning Support Services

General Comments

Creation of the three colleges in Riverside Community College District and the resultant realignment of human and learning resources had a significant impact on Riverside City College's library and learning support services. The college district continues to adjust and realign services as it continues to review and determine how to best serve students.

The physical space allocated to the Digital Library/Learning Resource Center and a Title V funded renovation of the Martin Luther King Technology Learning Center reflect the College's continuing commitment to support student learning. As resources were realigned and redistributed in some situations to the other colleges in the district. Riverside City College personnel have continued to meet the needs of students while rebalancing services provided to students. The College is taking all necessary action to continue its ongoing continuous quality improvement for the library and learning support services. (II.C.1)

Findings and Evidence

The library has a responsive collection development policy and broad consulting relationships with college committees to keep in touch with student needs. The Annual Instructional Unit Plan and Administrative Unit Plan template contain sections for "Library Needs Not Covered by Current Library Holdings." Faculty and student surveys indicated a preference for additional hours, and the library has adjusted its hours of operation to an earlier opening time and has staggered its schedules to accommodate student preferences. (II.C.1.a, II.C.2)

There are over 400 computer workstations and laptops available at the DLLRC (II.C.1.a), with most PCs supported by the library microcomputer staff and a few specialized PCs supported by the Instructional Media Center. An unexpected resource difficulty that developed in separating services and distributing resources by college is that electronic resource vendors who offered a single site license for Riverside City College District have now raised the prices justifying cost as being three sites instead of one. The librarians have worked with these problems by funding database subscriptions with grants such as Perkins and vetting and making available free online e-resources. Despite such difficulties the library has been successful in keeping up with acquiring the resources necessary for its faculty. Requests for restoration of resource support were made through the 2013 AUIP. (II.C.1.a)

In 2006 the Riverside Community College District adopted student learning outcomes for the general education program. In 2011 a General Education Workgroup was formed and, with input from library faculty, revised the general education SLOs. The former "Information Skills" General Education SLO was replaced with one on "Information Competency and Technology Literacy." Library faculty created the LIB-1 elective to provide students with such skills. This decision reflects the college's commitment to developing skills in information competency (II.C.1.b)

The librarians assess the demand for information competency and research skills instruction and respond with creative solutions. After altering their data collection method for reference interactions, library personnel discovered that there was a correlated growth in information competency interactions at the reference desk and a decrease in requests for classes in library orientation or research. The librarians suspected faculty members were encouraging their students to get research instruction at the reference desk. The librarians responded by adopting an "embedded librarianship" approach in which librarians and discipline faculty collaborate to facilitate student research and the use of library resources within courses. (II.C.1.b)

In response to a concern about online resources in the October 2007 visiting team report, the library established a goal in their Comprehensive Instructional Program Review of 2010 to provide additional support for online courses. Online library orientation videos have been created (II.C.1.b)

A LibGuides subscription was purchased and used to give students access and guidance to online resources. The library collaborated with Open Campus staff and faculty who teach online to investigate ways to embed library links in online courses and to integrate resources into Blackboard, using a Library Services and Resources component in the Online Blackboard Academy. All online faculty members are required to get training through this academy, so this is a way of training faculty early in their online course development in using library resources. (II.C.1.c)

The recent transition of a large single college district to a three college district has resulted in a redistribution of resources that is causing a review of the scope and scale of responsibilities appropriate for each of the three colleges. For example, in an effort to be fiscally prudent and avoid duplication of services, the library at Riverside's Digital Library/Learning Resource Center provides acquisitions, cataloging, circulation, and technical processing services to the Norco and Moreno Valley Colleges.

The library personnel are concerned that an allocation of staff to the other colleges and a reduction in staffing at Riverside City College is resulting in an inability to keep the evening and weekend hours it used to provide. The Dean of Instruction and the Library has initiated a discussion regarding how this can be addressed as part of the normal adjustment from the reorganization. (II.C.1.c)

The RCC labs/learning centers, the Instructional Media Center (IMC), Disabled Students Programs and Services (DSPS) and Tutorial Services operate independently from the other two colleges now that there are three colleges in the District. The Writing and Reading Center assessed the increase in demand of students needing writing assistance and expanded its physical space to encompass the entire first floor of the MLK Student Success Center. The center supports supplemental instruction, tutorial services, and access to labs and learning centers that are serving a number of disciplines. Tutorial Services is working with Open Campus to provide online tutoring via Blackboard. (II.C.1.c)

The Accreditation Survey 2013 reveals that 88% of the faculty strongly agreed or agreed that the IMC adequately provides support for classroom instruction throughout the campus. The physical maintenance and security of the library building is adequate and the move of Tutorial Services to MLK Student Success Center enhances security for the college's faculty and staff. (II.C.1.d)

Contracts with service providers and software vendors are reviewed informally on a regular basis in the library, at IMC, and at DSPS. Even if a service provider works with multiple areas, such as the library and IMC, each area independently assesses the quality of the vendor's services. The annual reviews allow for evaluation of new services that may enhance the college's offerings. IMC keeps a log that documents faculty use of audio visual equipment in the classroom. Staff offers training to faculty and support personnel in the use of equipment, resulting in a reduction in vendor support costs. DSPS keeps logs on the use of its workstations in the DSPS lab. (II.C.1.e)

Librarians are actively assessing their instructional SLOs. Examples throughout the discussion of the Self Evaluation Report for Standard II.C show the library's assessment of the effectiveness of their instruction strategies, assessment of the library's collaboration with distance education faculty to make accessible online information resources, and assessment of access, such as hours. The librarians teach students about the research needed to produce an academic poster and at a later point serve as judges for an intramural tournament to select the best poster. Judging includes a rubric with criteria for evaluating the integration of credible evidence/research. The librarians use this as a creative opportunity to ask their students what their favorite research sources are based on the work they completed for the poster assignment. IMC and labs make ongoing assessments regarding the managing of demand for and use of its services and support. The collection development policy lists distance education as priority #4. (II.C.2)

In its program review worksheet for 2010-2012, DSPS documents four SLO/SAOs that were established in 2010-2011. Those are being reviewed for currency and relevancy with changes expected in an upcoming review of SLO's. Supplemental Instruction is tracking statistics on the success of students who use supplemental instruction compared to those who do not. Results indicate that students receiving supplemental instruction are achieving higher success rates than the comparison group. Supplemental Instruction uses the SLOs developed by the faculty to guide instructional support. Tutorial Services has seen a growth in unduplicated students receiving tutoring support since the service has moved into a larger space. Faculty and support personnel collect evaluation data from tutors and are working on collecting assessment data from the students who use Tutorial Services (II.C.2).

Conclusions

Despite major organizational changes, tightening of resources, and growth in demand for services, the library, IMC, labs, DSPS, Tutorial Services and other learning support services continue to support the college. The college meets the requirements of Standard II.C.

Recommendations

None

Standard III Resources

A. Human Resources

General Observations

Since the last Institutional Self Evaluation report was prepared by RCC, it has evolved from a single college to multi-college district. This sets the stage for the need of additional support services and specialized programs and staff for each campus during a time of economic downturn that eventually resulted in some classified personnel lay-offs. Despite some changes at the executive leadership level of the college district the faculty, staff and administration at the college maintain tremendous esprit de corps. Multiple processes have been developed and implemented to comply with this standard as the transformation from one college to a three college district occurred. The expansion of Human Resources services was implemented quickly to meet the needs of colleges.

Findings and Evidence

The institution has diligently worked to coordinate efforts with the appropriate district offices in order to meet the requirements for this standard. Multiple policies, procedures and practices are in place to select qualified personnel that can facilitate successful student learning. Policies address the faculty hiring process and administrative procedures provide detailed direction as to the role and scope of the various offices with District Human Resources and the college for the recruiting, screening and hiring of qualified instructors. Faculty are given the primary role in selecting their faculty peers. The procedures have undergone additional review and revision at RCC. (III.A.1.a)

The requirement for employee evaluations is established in board policy and administrative procedure. Evaluation procedures for faculty and staff are delineated in the negotiated contracts and administrated by human resources. The faculty tenure review is an effective instrument and provides specifically for improvement of instruction as a component of granting tenure. As of January 2014, 84% of all RCC employees have been evaluated, excluding administrative personnel. The exception of administrative personnel was caused by a directive from a previous chancellor that a new evaluation methodology be developed for administrative personnel. A committee comprised of the Vice Chancellor of District Human Resources, administrators representing all three campuses and Human Resources liaison personnel to both Norco College and Moreno Valley collaborated to develop the management evaluation guidelines over a period of 8 months. This process was newly implemented in July 2013. (III.A.1.b)

A robust discussion regarding the importance of student learning outcomes within the faculty evaluation process has been framed in a way to encourage thoughtful discussion. New faculty are evaluated and mentored by the faculty on the initial screening committee. The Tenure Review Committee members will recommend flex activities for professional growth as appropriate for the improvement of instructional practices for the newer faculty as they are reviewed for tenure. (III.A.1.c)

The institution is guided by numerous policies and administrative procedures that establish professional standards of behavior and ethical codes of conduct for all college staff. These

policies are effective and the principles and practices contained within them are adhered to by all district and college staff. While none of the policies seem out of compliance the institution may desire to establish a process for regular review and revision for these board policies. The management handbook should be reviewed and revised to include the most current mission statement for RCC. (III.A.1.d)

The institution works conscientiously to maintain adequate staffing levels in order to fulfill the mission of the college. The Institutional Self Evaluation report meticulously documents the numerous external agencies that require multiple and often conflicting modes of calculation to determine adequate staffing. Additionally, the college completed an internal scan that documents a campus-wide concern regarding the loss of 43 full-time faculty members and its impact on student success. This concern was framed within the context of working with a District budget model that limited the authority of the college president to prioritize and allocate funding for immediate and strategic staffing needs. The team's work in this area did not reveal evidence that suggested that academic and professional matters were not being dealt with due to a shortage of faculty to work of those matters. (II.A.2)

There is evidence within the 2014 Accreditation Survey of a perception that the college is not sufficiently staffed with full-time faculty. Absent from the Institutional Self Student analysis was that there were lay-offs of classified support personnel, the effects of the lay-offs on others, the role of Human Resources, and how compliance reporting to external agencies was to be addressed with the loss of staff among other elements that may have been effected by the loss of these support positions. The revised District Budget Allocation Model (BAM) addresses several of these details. However, the newest model was adopted in 2013 and its effectiveness and impact on hiring has yet to be assessed. (IIIA.2)

The process for reviewing district personnel policy and procedures is lengthy, but complete, allowing for broad input from the constituency group(s). One clear example is the faculty hiring policy. Each college academic senate will submit their revisions to the district senate. If there are substantive differences the district senate will send it back to the college for further review. The district senate then incorporates all different versions in to a final draft that is forwarded to the chancellor. After review, the chancellor forwards District Administrative procedures to the Board of Trustees for approval. (III.A.3)

The District has established and administrates a broad range of policies that ensure fair and equitable treatment of all employees. The District uses a board policy update service to assist in maintaining accurate legal and regulatory references contained in board policies. A review of board policies showed that updates to policies occur regularly. (III.A.3.a)

The district maintains a secure room within the office of Diversity and Human Resources to house the personnel files. Files are in a standard filing cabinet system kept in a secure room with limited key access. The district has begun the task of converting paper files to a digital format and expects to complete this goal by 2016. Electronic files created from paper originals are stored in a database secured by passwords. This database is behind the firewall internal server on the network operations servers located on the RCC campus. This site is secured by keyed lock and fingerprint identification is required. (III.A.3.b)

The institution implemented and continues to engage numerous efforts for fostering equity and sensitivity to diversity in the institution. The college has a diversity committee of 10-15 members with representatives from each constituency group on campus. The college president appoints the chair of this committee. This committee collaborates with both the District Human Resources director and the faculty development coordinator to determine what workshops, presentations and professional growth activities can be held to foster an appreciation for diversity. Each spring semester an annual retreat is convened to identify future meeting dates and themes to address in the coming academic year. The District Human Resources facilitates discussion and provides information and some resources as appropriate. (III.A.4)

Diversity and equity workshops are held throughout the year and evaluated for effectiveness. Feedback is provided primarily by paper surveys distributed at the conclusion of the event. Written comments are collected and reviewed at the district and college committees to determine further faculty and staff interest and need. The location of materials that holds equity and diversity training information is located at the district office and accessible for check out. This material provides essential information for compliance with state and federal codes and is updated annually. (III.A.4.a)

The institution determined the support its personnel needed by conducting a Diversity Climate Survey in 2012. This survey was implemented by the Diversity and Human Resources office. Although it had limited participation (63% of the RCCD workforce did not participate), the information gathered from the survey was considered useful and served chiefly to measure the desired social distance of the survey respondent. The data collected from the survey was presented to college leadership. There is not sufficient evidence to determine if the data from this survey has been disseminated to the entire college and whether this information was used to make improvements. (III.4.a)

The College acknowledges an underrepresentation of diversity within their staff. The institution tracks their record on diversity using metrics that align with the state Chancellor's office guidelines for collecting data on ethnicity, gender and disabilities. The College reviews its statistical data regarding its workforce regularly and incorporates data into recruitment activities, establishment of minimum and preferred qualifications for positions and other aspects where efforts to seek applicants for positions. RCC is committed to diversity, each employee and manager receives training to heighten an awareness of and sensitivity to the diversity of the community. (III.A.4.b)

One initiative is demonstrative of the College's commitment to equity, diversity and professional development. The Pathways to Excellence initiative received a \$3 million Title V Grant for faculty to engage with students as educational mentors. Under the aegis of the Workforce and Economic Development Director a series of student success workshops were developed. 40 faculty from liberal arts, humanities, business and STEM complete 20 hours of intensive training, on culturally responsive teaching, serving under-resourced students, active and collaborative learning and technology as a teaching and learning tool in and out of the classroom. The initiative's outcomes are to identify and learn about diversity. Currently in the third year of the grant, student success is measured by course success rates with a goal to reach 65% percent versus 60 percent campus success. (III.A.4.c and III.A.5)

The institution has an active and vigorous professional development program at all levels in a variety of venues and modalities. Faculty development hours are tracked online. During the site visit it was difficult to assess the effectiveness of the online tracking system as numerous computers located within the faculty development center were all unable to load the website before timing out. The effectiveness of the technological resources available to support staff development should be evaluated by the college. Evaluations for all workshops connected to the faculty, staff and management professional development programs solicit and receive feedback from the attendees, via written surveys. The workshop presenter and development committee review these comments and use this information to revise current workshops for improvement, determine future workshop interest and needs and plan for future professional growth opportunities offerings. (III.A.5.a, b)

The college recognizes the need for a master staffing plan. The college has recently established numerous processes and reconstituted committees to facilitate a through line between department/program annual reviews and college full time faculty hiring. A preliminary discussion to identify and determine the functions and responsibilities of the district office and college relative to human resources began in early 2014. This dialogue has been held in abeyance pending the hiring of a new vice chancellor for district human resources. (III.A.6)

The college has identified a survey process to assess if their human resources needs are being met effectively in program and service areas. There is limited evidence that the college has used those assessments as a basis for sustained improvement and as a result does not meet the requirements of Standard III.A.6. Additionally, the college has expressed concerns in its Institutional Self Evaluation report about the inadequacy of staffing levels in certain employee groups. While unit plans have positions identified on a department by department basis the team did not identify sufficient evidence during this review to state that a staffing plan exists. Pieces of the elements of a comprehensive staffing plan exist and to meet the requirements of Standard III.A.6 the college should develop a staffing plan for all human resource needs and begin to formalize a plan to address the college's self identified needs. (III.A.6)

Conclusions

As described in detail above, with the exception of Standard III.A.6, the college meets the requirements of Standard III.A. It has processes in place to identify, hire and evaluate qualified faculty and staff to ensure the integrity of their programs and service. Numerous professional development opportunities are available for all employees. The institution is committed to fostering an appreciation of diversity and has established numerous policies and procedures to ensure all employees are treated equitably.

See College Recommendation #1

Standard III Resources

B. Physical Resources

General Observations

Riverside Community College's physical facility includes 1.2 million outside gross square feet and 565,325 assignable square feet of lecture and office space. The College was established in September, 1916. The age of the institution is reflected in the buildings and grounds, but even the buildings of advanced age are well maintained. The College updates and maintains its equipment, information technology infrastructure, and facilities based on the staff evaluation of the conditions accordance to industry and regulatory standards. The campus provides many environmentally protected gathering places for students to interact. (III.B)

Findings and Evidence

The College assures that physical resources are accessible, safe and secure by complying with federally mandated ADA requirements, seismic safety standards, and DSA regulations. The college is completing the implementation of its ADA transition plan. The district safety and police department conducts routine patrols of all campus areas and focuses on problem areas as needed. RCC has a safety committee composed of representative faculty, staff, administrators, college police and facility director performs biannual safety walks across campus to identify areas of safety concern. There are also camera systems installed in various locations throughout the campus to serve as deterrents to crime while enhancing overall security and safety. (III.B.1)

RCC ensures effective utilization of their facilities through the use of the scheduling and Resource 25 software programs. Reports on academic and nonacademic use of classrooms provide timely data to ensure rooms are scheduled efficiently on a semester to semester basis. The college also uses the state chancellor's FUSION software as a means to follow efficiency standards. To ensure off-site facilities have the resources necessary to deliver educational courses, the coordinator of the relevant academic area works with College and off-site staff to confirm all audiovisual and equipment needs are met. The facilities department provides maintenance and repair services to these off-campus locations to ensure safety and sufficiency of use. (III.B.1.a)

The college conducts various evaluations and uses these results to improve the college. The college conducts program review in all units evaluating facility needs. There was an ADA study and RCC has begun implementing Phase I of the ADA transition plan. The Standardization Plan and integration of planning, construction, and design at the district level has improved efficiency of equipment replacement and repairs. Recommendations and guidelines have been established to ensure standardization of infrastructure, elevators, light fixtures, and mechanical equipment. (III.B.1.b)

Instructional, Student Services, and Administrative units assess facilities annually as a part of the annual unit plan and as part of the comprehensive program review. Each unit requests additional space or renovation of space as needed. Units also identify longer term resource needs in their comprehensive program reviews. The comprehensive program reviews

provide input during the update of the Educational Master Plan (EMP), which is connected with the goals and strategies in the strategic plan. (III.B.1.a, III.B.2)

The college complies with state and federal mandated ADA standards and consistently makes improvements to its facilities to provide accessibility on an ongoing basis. They have completed conversion of many restroom stalls, curb cutting, enhanced ramp access and compliant exterior paths of travel throughout campus and increase numbers of ADA parking spaces. (III.B.1.b)

The college's long range capital plans include the Facilities Master Plan and the Five-Year Capital Construction Plan. Long-range plans are driven by the Educational Master Plan and support the College mission. The college's long-range capital plans support institutional improvement goals. Although total cost of ownership is a factor in the District Five-Year Capital Construction Plan, a complete life cycle cost analysis is not part of the planning process either at the district or at the College and accordingly does not meet the requirements of Standard III.B.2.a.

In spring 2004, voters approved RCCD Improvement Measure C to enhance local student access to job training, transfer college preparation classes, and campus safety; to add upgrades for academic classroom and lab areas, such as police, firefighting, paramedics, healthcare training facilities; to expand public safety; and to repair, acquire, construct, equip buildings, sites and classrooms. (III.B.2.a)

The college has performed various facility related studies but some have not been completely analyzed for proper implementation or design a plan to perform them in a timely manner. The facilities department should use its program review assessments of facilities to develop improvement plans and develop funding requests. The college does not meet the requirements of Standard III.B.2.b.

Conclusions

With the exception of Standards III.B.2.a and .b, the College meets the requirements of Standard III.B. The recommendations below are offered to assist the college district in achieving compliance with these standards. Physical resources, which include facilities, equipment, land, and other assets, support students learning programs and services and improve institutional effectiveness. The facilities and grounds are well maintained. Information Technology staff updates the computer labs, classroom media equipment for instruction, and the distance education equipment in support of student learning activities. Staff reviews the list of planned facilities construction and remodeling projects and amends them as conditions change. Institutional planning for long-term capital projects occurs from the District Office down to the College with the result being that capital projects identified as necessary to support the College.

Recommendations

College Recommendation #3

Total Cost of Ownership

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

Standard III Resources

C. Technology Resources

General Observations

The information is well presented and the writers constructed a nicely integrated report of district Information Technology (IT), Library, and Instructional Media Center services. The transformation from one large college to three colleges with a reallocation of human, technology, data, and financial resources has had a significant on this campus. In the case of information technology, this involves work changing the handling of data associated with the three colleges and assignment of resources and responsibilities.

Findings and Evidence

An impressive and comprehensive district-level audit of all Information Technology services, systems, and solutions was begun in 2010 and completed in 2011. This audit identified inventory and service issues, strengths and opportunities for improvements in the district's IT infrastructure, and made recommendations for improvement. Personnel changes in IT leadership resulted in a delayed response of the district and colleges to the audit. In spring 2013 the district office revived its IT Strategic Council and has begun working with the IT Audit Project Status Summary and the Riverside Community College District Information Services Prioritized Project Listing FY 2014-2015 to track the status of recommendations made by the audit. (III.C.1 III.C.1.a, III. C.1.c)

The study includes feedback from faculty, staff, and students and sets the stage for a systematic upgrade. The study looks at areas of best practice in IT for colleges and areas of needed improvement in reliability, disaster recovery, and security. The audit recommended standard IT performance metrics that will assist the college in establishing a baseline quality performance for its infrastructure. The audit did not seem to address privacy and sensitive information security concerns. The Board of Trustees approved a budget of almost \$5 million to respond to the audit's recommendations however it is unclear as to whether the district and 3 colleges have been able to acquire the required financial resources for full implementation of identified necessary changes. (III.C.1, III.C.1.a. III.C.1.c)

The audit also recommended organizational changes, such as centralizing IT support for IMC and the RCC Digital Library under District Information Services, creating a "dotted line" reporting structure to the college's Vice President, Business Services. The college is in discussion on all organizational aspects of the audit's recommendations, from resource allocation to redesign of IT support services, and is in the process of sorting out what solutions are best for the needs of its students, faculty, and staff. Beginning April/May 2013 the district's IT Strategy Council began the task of developing plans to address the demands of the new organizational structures. The council brings together the three college Vice Presidents of Business, student representatives, and the chair of the technology advisory group from each college. Riverside City College's Technology Advisory Group is working on these issues and has invited district IT leadership to its meetings to discuss resource and responsibility issues (III.C.1, III.C.1.a. III. C.1.c.)

At about the same time the audit was initiated, the college developed its own technology plan for 2010-2014. The college technology plan addresses audio visual technology requirements for its traditional and smart classrooms and presents guidelines for working with the district's microcomputer support unit for the procurement, installation, maintenance, and disposal of microcomputers. An interview with IMC staff revealed that IMC is currently updating their A/V and IT inventory. Meetings to start working on the next Technology Plan have begun in early spring 2014 and the Technology Advisory Group (TAG) will focus on the development of the new Technology Plan for 2014-2018. TAG plans to invite other college stakeholders to the group and to expand the plan to other technologies. Their reports will go to the college's Resources Development Group for consideration and they will gather input from departments and program review reports (III.C.1.a, III.C.1.c)

The college's Technology Plan's Technology Replacement Addendum lays out a general process by which the technology for which the college is responsible is managed and maintained. It outlines the criteria by which computers are identified for replacement or upgrades. Reliability and emergency backup concerns are discussed in the plan as issues to be reviewed and solutions developed (III.C.1.c).

The college made a 2013-2014 allocation of \$905,000 to fund end-of-life replacement of A/V and computer equipment. Equipment to be replaced was identified using established prioritization methods and an extensive inventory of equipment. The college will provide District Information Services the list of equipment that needs replacement and process the procurement paperwork. In working this project the college discovered that the Technology Plan needs to be improved to clarify replacement procedures for A/V equipment. This will be addressed in the development of the next plan. (III.C.1.a, III.C.1.c)

Many of the college's large infrastructure needs, from telephony to administrative systems, are supported at the district level by District Information Services. They provide network services, administrative systems, desktop computing, telephony services, and a District Help Desk. A District Wide Ellucian Colleague Portal will be deployed for testing in winter of 2014 and is funded as part of a Title V grant. (III.C.1.a)

District Information Services also maintains network security with antivirus protection, anti-spam filtering, and network monitoring. Academic information is backed up disk to disk to a location in Moreno Valley. Administrative information is backed up disk to tape one hour away in the desert. The district plans to begin working on developing a disaster recovery plan; there is also a need to establish a policy to protect student information from a data breach. (III.C.1.a)

Open Campus, the district's distance learning service, provides both hybrid and online instruction support to almost 16% of the college's total resident FTEs. Of the over 1475 district-wide FTEs using distance learning, 60% of them are from Riverside. They provide mandatory training for all faculty providing distance education for the first time, have students take a self-assessment and online orientation before registering for their first online class, and subcontract a third party vendor to provide 24/7 Help Desk support for students using Blackboard. (III.C.1.b)

The 2012 Open Campus Fact Book gives an excellent overview of national distance education trends and the role of Open Campus in supporting the district. It presents excellent performance data comparing Face-to-Face vs. Online classes, allowing for assessment and improvement of DE services (III.C.1.a).

Technology training is provided by the college to faculty, staff and students. IMC ensures that the faculty who need to use classroom A/V equipment take mandatory training on the equipment. This has significantly reduced trouble calls to equipment vendors (III.C.1.b). Faculty who plan to teach online and students who plan to take online courses are required to complete basic training in the use of online tools. Satisfaction surveys are used to assess how faculty, staff, and students view training services (III.C.1.b).

The college has used the results to identify technology training needs of faculty and staff. Faculty can use FLEX credit to take training. The survey information also highlighted differences in technology training needs between staff and faculty. The Technology Advisory Group presents its results to the Strategic Planning Executive Council. The Staff Development Advisory Committee and the Faculty Development coordinator were involved in using the recommendations to improve training services. One of the results of this survey work is a new proposal to develop an innovative staff professional development program in which staff can take a series of training sessions that will incrementally build their job skills and create career ladders for them. (III.C.1.a, III.C.1.b)

The BPC reviews these requests, taking into account strategic inputs such as the college's mission and strategic plan, Midrange Financial Plan, and Technology Plan and Technology Replacement Addendum. The BPC makes recommendations for annual resource allocations to the College president. These procedures are being used to implement the \$905,000 end-of-life technology replacement project (III.C.1.a, III.C.2). The list of computer equipment that the district IT office needs to replace, along with the budget allocation, will be given to the district office for review. The college will process the work orders and the purchase orders to have the upgrades made (III.C.1.c).

There is a clear and transparent process for resource request and decision making within the college, with feedback about decisions given to the college community. The college's various types of technology needs are identified through the use of several channels of communication; the Comprehensive Instruction Program Review, the Annual Instructional Unit Plan, and Administrative Unit plan documents. Student Services and Administration submit resource requests via the Administrative and Student Service Unit Plans. All annual technology resource requests are distributed to the three Unit Plan Review Committees, which prioritize these requests with a common rubric, then forward recommendations to the Budget Prioritization Committee (BPC). (III.C.1.d)

Inputs into the decision making process regarding technology include feedback from faculty, staff, and students gathered by surveys such as RCC Library Use Survey 2013 and the IMC Faculty/Staff Survey 2013. The College Technology Advisory Group (TAG) developed and implemented an annual Technology Survey in 2010 to assess the effectiveness of information technology services and support. This survey has been administered to all College personnel for three years. The college evaluated this instrument and in spring 2012, the survey was improved by mapping "survey questions to the College's Technology Plan and the

Accreditation Standard III.C: Technology Resources. Benchmarks are evaluated each year to determine any statistically significant differences by job classification (i.e., faculty, staff, and management) or by year." (III.C.1.d)

The College's Instructional Media Center (IMC) is responsible for maintaining A/V, laptops, and streaming equipment throughout the campus. It has evaluated its inventory. Inventory spreadsheets show that IMC has prioritized A/V and laptop upgrades and replacements and is replacing equipment when funding becomes available. There is no district-wide plan for technology and the college does not meet the requirements of Standard III.C.2. See District Recommendation #4

The College does not systematically assess the effectiveness of its technology and without assessment data improvement plans are not available. The college should develop and implement a systematic assessment methodology in order to meet the requirements of Standard III.C.2.

Conclusions

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. District and college technology services and projects are integrated and mutually supportive. There is no district wide technology plan. The district has conducted an information technology audit and can use that as a basis for development of a comprehensive district wide technology plan. Additionally, the college is not currently assessing and using those results for improvement in the area of technology resources. With the exception of standard III.C.2 the college meets the standards for Technology Resources.

See College Recommendation #1

Standard III Resources

D. Financial Resources

General Observations

Riverside College is one of three colleges in the Riverside Community College District. The District's unrestricted general fund budget and all funds total budget for the most recent five-year period is as follows:

FY 09/10	\$144,926,778	\$360,305,179
FY 10/11	\$157,655,665	\$431,560,063
FY 11/12	\$154,194,931	\$355,071,462
FY 12/13	\$120,738,051	\$369,563,999
FY 13/14	\$138,958,089	\$346,420,342

A review of the District's final budget referred to as the Adopted Budget at this institution includes its fund balance in the total funds available for appropriation. A reserve or ending fund balance is the remainder of revenues plus beginning fund balance minus ending fund balance. (III.D)

The college survived the recession through use of an effective collaborative process that resulted in the deliberate reductions in resources available to Riverside College and its two sister colleges. The district budget allocation model was refined after the district converted from a large single college to a three college organization. The college has made good use of the resources available through a prioritization process managed through the Budget Prioritization Committee. The college has made good use of available resources to adequately support educational improvements. (III.D)

The college has an open public access approach that allows the college and public users to review documents prepared by the district office including financial data. Financial data sources are available for review by all stakeholders. The data is verifiable and also available consistently from databases, published reports and other information posted on the college's web page. Additional internal documentation is available and used by constituencies. The data reviewed indicates the financial information used for monitoring and controlling expenditures and revenues assists in maintaining the financial stability of the institution. (III.D)

The Budget Allocation Committee uses a rubric that includes four factors: student success and retention, college goals, Student Learning Outcomes, and Resources for Students. The rubric assists committee members in identifying the highest priorities given four performance measures identified by the college. The prioritization rubric is effective in identifying funding requests that are addressing specific goals in program unit plans. (III.D)

The RCCD has maintained financial solvency during a recession that was so severe it is now being referred to as the Great Recession. Over the period from the start of the recession and the resultant large reductions in revenues awarded to colleges by the State of California, the District has made changes to reduce its expenditures to reflect the lower levels of resources allocated for RCCD's use. (III.D)

Findings and Evidence

The District has a mission statement and each of the three colleges have mission statements included in the annual budget of the district. The mission statements are reaffirmed by the Board of Trustees as the annual budget is approved. The unit plans and the planning process for resource allocation include the mission and institutional goals on the forms used when college departments request increases in funding. Unit plans include resource requests and those are categorized by college goal when the college determines resource allocation priorities. The number of resource requests approved depends on available funding. (III.D.1.a)

The District Budget Allocation Committee considers requests for additional funding from each of the colleges and ranks those requests using the mission of the district and the strategic plan to determine which priorities are funded each year. The plans in use at Riverside College are linked to the resource allocation process and its strategic plan. This practice considers both short-term (within one year) and long-term plans. The college is in its last year of a five-year strategic plan. The District and the College use a formal structured process that integrates institutional planning and resource allocation decisions. (III.D.1.a) The District provides access to all financial data developed by the district that is reported consistent with the Budget and Accounting Manual (BAM) published by the State Chancellor's Office for California community colleges. The budget is a 12 month projection of revenues and expenditures that also incorporates additional pieces of information that comment on current fiscal challenges and considerations that will affect future allocation choices. Under the current budget allocation model resources are allocated in a lump sum total to each college and district office. The college uses its program review and associated unit plans to ensure appropriate priority is placed on student learning and student support. (III.D.1.b)

The district has a \$24.6 million obligation for Other Post- Employment Benefits. The Annual Required Contribution identified through an actuarial study that \$2.9 million is necessary to fund this obligation derived from the past work of retired and current employees who are entitled to health benefits in retirement. The District reported to the Commission on its Annual Financial Report that it was making partial payment of the ARC. The FY 12/13 audit report notes that no portion of the ARC has been funded.

The District participates in a Joint Powers Authority for workers compensation. The District is self-insured for the first \$500,000 of each workers compensation claim. Another obligation exists in the amount of \$800,000 for banked leave. III.D.1.c

Health and Liability Self-Insurance Fund, according to the audit report for the period ended June 30, 2014 includes assets of \$6.5 million and liabilities of \$3.2 million. This fund includes the financial activities of the workers compensation, general liability and health benefits self-insured programs. The District noted that it allocates \$22,122 per year per employee for medical benefit costs to the Health and Safety Fund. An allocation of \$1.5 million is made into this fund for general liability claims. The workers' compensation rate charged to all salary accounts is 2.29%. (III.D.1.c)

The facilities master plan was created in 2008 to identify the condition of buildings and included the renovation, reconstruction, and infrastructure related projects. This plan was used to assist the college and expenditure of its general obligation bonds issued under the authority granted by the local community. (III.D.1.c)

Financial planning and budget processes are included and described in the District's adopted budget. Additionally planning and budget processes are reviewed by the budget allocation committee and has been changed based on input from college and district constituencies. The District's reliance on the Budget Allocation Model committee assures participation by stakeholders. A review of the minutes from this committee shows that participation is consistently high and representative of the stakeholders affected by resource allocations. (III.D.1.d)

The District and college are allocating resources based on a prioritization process that includes stakeholders, open access to financial related data and other relevant information that is useful in informing the institution about projected state and local revenues, current and projected expenditures and the supporting plans. (III.D.2.a)

The District's audit reports include a section on management discussion and analysis. While the auditor expresses no opinion on the Management Discussion and Analysis section of the report, it is a publicly available discussion of significant activities affecting the financial condition of the district. An analysis of the financial information in the audit reports was conducted by the team. (III.D.2.a)

All audit adjustments have been reported to the governing board and appropriate leadership within the college district. Actions necessary to implement changes were made quickly after being identified. The few reported findings were identified by the auditor as isolated incidents. (III.D.2.a)

The annual audit reports included no findings of note. The accompanying management letter identified routine findings that the District addressed in a timely manner. The District's most recent audit report was used by the team to validate information reported to ACCJC in the Annual Financial Report and information obtained in interviews with personnel knowledgeable about the financial operations of the district and the college. The team noted a difference between amounts reported as funded portions of the District's Annual Required Contribution and amounts actually held in a fund for OPEB obligations. The District should consider submitting corrected annual financial Report forms to the ACCJC so that audit report information is consistent with information reported to ACCJC. (III.D.2.b)

The ending fund balance is reported in the final budget of the District and is also included in memorandum form for all funds in the annual audit report of the District's independent auditor. The unrestricted ending fund balance for the past three years is as follows:

FY 10/11	\$12,450,649
FY 11/12	\$ 6,616,950
FY 12/13	\$11,410,000
FY 13/14 –	\$ 6,360,000 projected ending fund balance

Reserve dollar amounts and the reserve amount expressed as a percentage of unrestricted fund expenditures and transfers-out are sufficient to maintain an adequate reserve for emergencies and contingencies that may arise. Cash needed to pay current obligations is available from Tax Revenue Anticipation Notes (TRANS) for times when the District needs additional cash to meet its current obligations to employees and creditors. (III.D.2.c)

State apportionment is the primary source of funds for the district and is reported as being 69.75% of total unrestricted revenues. Property taxes and locally derived revenue accounts for 30.11% of total revenue. The remaining portion of revenue is derived from federal grants. Grants, General Obligation bonds and state and federal categorical funded programs along with locally generated funds (facilities rentals, bookstore and others) provide additional cash resources that are used to operate the college district. (III.D.2.c)

During the recent period when the state of California did not have sufficient cash resources to pay community colleges all of the money allocated to them, the state began a multiple year practice of deferring payments to the subsequent fiscal year. This action forced the District to incur additional interest expense as unpaid state apportionment caused the District to borrow cash in amounts adequate to meet its immediate needs. (III.D.2.c)

Appropriate financial information is provided throughout the district as evidenced by a review of reports available from the RCCD and Riverside College website. The Board of Trustees Agendas included information reviewed and considered by the Board when approving a tentative and a final budget. In conversations with numerous individuals it was apparent that any financial related information is either already available in existing routine reports or is provided upon request. (III.D.2.c)

A self-insurance fund entitled the Health and Liability Self-Insurance Fund has been established to pay claims for health benefits, employment and liability claims and workers compensation claims. An actuarial report prepared by an independent contractor noted that in order to meet claims under these programs the District will need to pay increasing amounts for all three types of claims in the current budget year and beyond. The District increased its allocation per employee to \$22,122 in FY 13/14 compared to \$20,905 in the prior year to pay for the health benefit claims. The District pays 2.29% of salary payments into the Health and Liability Self-Insurance fund to pay for these claims. (III.D.2.c, III.D.2.d)

Development of the annual budget includes analyses of activities occurring in the various funds accounted for by source of revenue or by program depending on the requirements established by the State Chancellor's Office Budget and Accounting Manual and agencies providing monies to support specific types of expenditures for program support. Those agencies frequently require their funds be accounted for in a separate fund as a way to monitor use of its funds. There are no material adjustments noted in audit reports and the few recommendations and disallowed costs revealed during the compliance with regulations portion of the single audit were reported by the auditor as isolated incidents. (III.D.2.d)

There were two situations identified in management letters used by the auditor to communicate concerns, not of a material nature to the District. The first concern related to

money advanced to the Riverside Community College District Foundation. The District advanced \$794,735 from the general fund to the Foundation to pay for the costs of a Major Gift Campaign. Subsequently, the District forgave this debt. The most current management letter offered to the team, dated October 18, 2011, noted the debt forgiveness and the fact that the Foundation continued to produce an operating deficit that resulted in a net asset position of a negative \$68,968. Since those management letters, there have been changes in accounting for component units of an entity and as a result the Foundation's financial activities are no longer included in the District's financial statements. (III.D.2.d)

All funds under the control of the Board of Trustees are included when evaluating internal control systems as part of the annual audit. In many cases, grantors require annual audit reports be submitted to entities that are the source of grant funds. Annual audit reports were reviewed by the team. Those reports indicate there is a sound internal control structure in place. The financial transactions processed using the internal control structure yields reliable financial information that is sufficient for decision making purposes. (III.D.2.d and III.D.2.e)

Grant and categorical funds received by the district are processed using the same internal control structure and are examined during the annual audit. Compliance testing is a required procedure in the annual audit process. General Obligation fund expenditures are reviewed by a Citizens Oversight Committee and are subjected to both a performance audit and a financial audit with reports on each being prepared each year at the same time the annual audit report for the district is completed. No findings or questioned costs were noted by the auditor. (III.D.2.e)

The reserve of the district is reported as 3.8% of all available funds. The unrestricted fund balance of \$6.36 million is 4.6% percent of unrestricted fund revenues. The district is taking action to raise its reserve level to be consistent with established board policies. (III.D.3.a)

A Budget Allocation Model Committee is used by the District to collaboratively determine the most acceptable method for allocating resources under this relatively new multiple college district organizational structure. With representation from each college and the district office participating in the BAM there is a shared sense of responsibility for supporting operations in each operational entity within RCCD. (III.D.3.b)

The Budget Allocation Model has been changed over the years as stakeholders determined that changes were necessary to reflect local conditions. No structured evaluation process was identified yet through minutes of meetings and interviews with participants on the district budget allocation model committee the team concluded an evaluation of the effectiveness of this process is conducted by members of the committee. A formal structured process that would assist in ensuring a comprehensive and consistent evaluation is not yet in place and as a result the College does not meet the requirements of Standard III.D.3.c.

Other Post-Employment Benefits have an actuarial determined liability of \$24.6 million. The Annual Required Contribution is \$2.9 million. The District does not have a plan to address this obligation and has not as yet funded any portion of this benefit cost. (III.D.3.d)

The district's local debt includes Tax Revenue Anticipation Notes (TRANS) which are short-term loans for cash flow purposes. TRANS has become necessary due to deferrals of payments by the state to community college districts. The district's annual audit report identified an outstanding balance at the end of the fiscal year ended June 30, 2013. That obligation is reported as a current liability that is due within 12 months. (III.D.3.e)

The college reports it is using internal borrowing from its La Sierra capital fund to provide sufficient resources to support expenditures under a prior funding model. This is an internal use of funds that allows the district to transition from one allocation model to another. Since the district has provide the funds on a five year repayment schedule, there is no debt created and repayments are made based on a scheduled determined by RCCD in cooperation with its three colleges. (III.D.3.e)

Because the District has assessed each of its funds and their related impacts on the remainder of District operations the team concludes that the financial challenges are known and are being addressed as this college determines is appropriate to sustain services offered to its communities. (III.D.2.d and III.D.3.b)

Student loan default rates are as follows:

FY 11/12	9.2%
FY 10/11	16.5%
FY 09/10	14.6%

The college default rate is below the 30% level currently used by the Department of Education as the guideline for requiring a college to prepare a plan to reduce default rates. The improvement in the default rates between FY09/10 to FY 11/12 is attributed to assignment of some previously issued loans to the students at sister colleges of the district. When converting from a large single college district to a three college, district loans sourced at each of the colleges were assigned to those colleges. There have not been any actions taken by the Department of Education against the college. The following federal funding has been identified by the college and confirmed by the team: Pell Grant, Supplemental Education Opportunity, Work Study and Federal Direct Loan Programs. (III.D.3.f)

The college relies on board policies for direction on contracts issued for goods, services and public works projects. The college follows the regulations that control contracting activities which are found in the Public Contract Code, the Education Code, and any other laws affecting California community colleges. The RCCD and RCC control contracting activities through delegated authority at specific levels for direct student support. Contracts initially approved by the college president are submitted to the Board of Trustees for ratification. Contract documents used by the college have been reviewed for legal sufficiency by the District's general counsel. The team noted that the District includes appropriate requirements in its contracts to ensure vendors comply with certain provisions and should they fail to comply the district can terminate the contracts. One example is a clause related to Section 508 of the Rehabilitation Act to ensure contractors providing services to the college district, meet this requirement. (III.D.3.g)

The district is audited annually. According to the audit report for FY 12/13, there were no material weaknesses with the internal control structure and no audit findings on internal controls were reported. RCCD modified its budget allocation model based on its past use and distribution of resources to each of the three colleges. This review while described in detail during interviews is not a structured formal review performed on a routine and recurring basis and as a result the College does not meet the requirements of Standard III.D.3.h,

Program reviews include resource requests needed to implement improvements proposed by departments. The unit plans prepared as part of program review are the basis for resource requests. Through that process the institution uses the results of program evaluations to determine where resources are to be requested. Each department uses the resource requests within the program review process to determine funding priorities. With the unit plan as input to the resource allocation process the college is capturing department level expressed needs for resources and is using those requests to support allocation of its resources. According to interviews each unit plan includes comments on how effectively the prior resource allocations achieved the intended results when those resources were allocated. Unit plans reviewed identified a section that comments on strengths and accomplishments. These items are predominately short bullet point statements about either strengths or accomplishments. (III.D.4)

The college uses a rubric to assist the budget allocation committee is developing a prioritization of needs of the campus. The process is accepted and embraced by the college community and meets the needs of this institution. (III.D.4)

Conclusions

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 resource planning is integrated with institutional planning at both college and district/system level. With exception of standard III.D.3.c and III.D.3.d the college meets the requirements of standard III.D.

Recommendations

See College Recommendation #1

Standard IV Leadership and Governance

A. Decision-Making Process

General Observations

Riverside City College values collaboration, collegiality and mutual respect. The college has a participatory system of governance that values the leadership of administration, faculty, staff, and students throughout the organization. The open expression of ideas was evident in a wide range of interactions observed by the evaluation team. The college leadership and governance are responsive, willing to make fundamental changes, including the change in the process for electing Governing Board members.

The College values tradition and community. The evaluation team found a broad sense of ownership in the college's role in the community, decision-making processes and actions taken. Individuals across the college use the term 'we' in describing the activities and programs offered by the college.

Findings and Evidence

Since the last accreditation evaluation cycle, Riverside City College has seen many changes in leadership positions across the college. Although there are many administrative positions currently filled on an interim basis, the District and the College chose to fill the positions internally rather than seeking interim appointments from outside sources. The evaluation team found this approach to be broadly supported, with the personnel in interim appointments spoken of with pride and recognition of their leadership skills. (IV.A)

The institution is engaged in a wide range of initiatives, including Collaborative Academic Programs (CAP), completion initiatives, Tuning and the Degree Qualification Profile (DQP). The evaluators recognize the excellent work being done in these projects as relates to SLO's. These innovative approaches emerged from the organic flow of ideas, were captured in governance processes, and were supported by institutional leaders. There is a culture of ownership and engagement among all constituent groups that feeds an environment of empowerment and innovation. The Strategic Planning Flow Chart visually details the integration of strategic planning with the administrative processes of program evaluation, unit planning and resource allocation. It includes systematic structures and processes to ensure that effective discussion occurs for issues that have institution-wide implications. (IV.A.1)

Since 2010, the institution has established and recently implemented new processes and structures for decision-making at all levels of the institution. The integration of planning with resource allocation recommendations through the strategic planning process give faculty, staff, administrators, and students defined roles in the decision-making process. The inclusiveness of committee representation creates a forum for collaboration and introduction of new ideas and perspectives. (IV.A.2)

The Board of Trustees has approved and published policies identifying the roles of faculty and administrators in institutional governance. Board Policy establishes an Associated

Students organization at the College with roles to be defined by the College President. Committee charters include student representatives on committees at all levels of the institution and district. Accreditation surveys were conducted in 2007 and 2013 and the self-evaluation report cites the increased percentage of affirmative responses from 44% to 55% as an indicator of significant progress made in the perception that various constituencies have a significant role in the decision-making process. Interviews conducted by the evaluation team with various constituent groups provided supporting evidence that employees and students feel themselves to be engaged with the planning process. The four Strategic Planning Committees form the core of institutional planning at RCC. In interviews with college constituent groups, it was clear that the goals of the college are widely understood within the campus community. (IV.A.2.a)

RCC has made a major push in posting meeting notes on the committee website. In addition, constituent groups have regular membership meetings to disseminate information. The college has facilitated retreats of the major committees on campus to further enhance communication and integration of work. (IV.A.2.a)

Board policy defines the role of the Academic Senate in respect to participatory governance, and recognizes the Academic Senate as the primary body for recommendations regarding curriculum. Minutes from Academic Senate meetings at the college and district levels as well as minutes from Board meetings show the policy is followed. The Board policy identifies six areas in which the Board primarily relies on the Senate's advice in decision-making, and the remaining areas where mutual agreement is the basis for decision-making. (IV.A.2.b)

Board policy defines the decision making process and the role of the Senate: "The Senate(s) will work with the appropriate administrative office(s) while developing its position. The Senate(s) will then forward its final recommendations to the Chancellor of the District, who will present them in a timely manner to the Board of Trustees with or without his/her endorsements or comments." The Academic Planning Council, composed of department chairs elected by their respective departments, advises the Vice-President of Instruction on instructional matters (IV.A.2.b)

The transformation from a large single college district to a three college multiple college district in 2010 required the district to make changes in policies, structures, and practices to reflect the new organizational structure. Board policies have been revised to reflect Riverside City College as one of three colleges in the district. Agendas, meeting minutes, and personal stories of participation in the decision-making processes reflect the difficulties encountered following the transition and the determination to work together for the good of the institution. Traditional processes supported the institutional efforts to adapt to being part of a multiple college district while striving to implement changes required by Accreditation Standards, and facilitated the development of new processes and practices such as the strategic planning process. (IV.A.3)

The evaluation team finds the College to have been honest and transparent in its relationships with external agencies. This is reflected in the committee work with community involvement

and in the level of transparency reflected in the Self Evaluation Report accounts of gaps and works in progress. The District and College have responded expeditiously to recommendations made by the Commission, e.g. in the comprehensive changes made in response to the five District and three College recommendations made by the 2007 evaluation team and accepted by the Commission in 2010. (IV.A.4)

Roles and responsibilities of the District and Colleges are delineated in Board Policy. District and college personnel worked together to develop a functional map illustrating responsibilities as primary, secondary, or shared. The evaluators observed that there is engagement by District and campus personnel to improve governance and decision-making structures as well. However, establishing roles and campus engagement does not in itself provide the necessary evidence of a specifically developed process for evaluating the effectiveness of institutional structures, and for using that evidence as the basis for improvement. Similarly, the institutional governance and decision-making structures with regard to the Information Technology, Human Resources, and Finance functions are under discussion by a number of task groups and, while the District is to be commended for the level of engagement and openness in these discussions, they are not sufficient to fully meet the standard of a regular and systematic approach to evaluating and improving the effectiveness of these functions. (IV.A.5)

Conclusions

The college community has methodically architected a participatory strategic planning process that maps mission, vision and values to institutional goals that are integrated into an Educational Master Plan. The College has articulated a unit planning process that creates a transparent flow of information for the purposes of resource allocation decisions with three Unit Plan Review committees with shared administrative, faculty and staff leadership that feed into a Budget Prioritization Committee.

The District and College commitment to participatory governance structures is readily apparent, as is the record of collaborative engagement through these structures. The evaluation team in its interviews found the college community and leadership to be committed to better serving students through effective leadership and governance. However, there remains a need to strengthen use of an evidence-based systematic process for reviewing the effectiveness of leadership and governance structures, and for using that evidence as the basis for improvements. This is specifically noted by the evaluation team in the context of Information Technology, Human Resources and Finance functions of the District.

Recommendations

See College Recommendation #1

Standard IV Leadership and Governance

B. Board and Administrative Organization

General Observations

Riverside City College along with Norco College and Moreno Valley College comprise the three institutions of the Riverside Community College District. In 2010, Board Policy 1100 established these three separate institutions, morphing a single college district into a multi-college district that is governed by a five-member Board of Trustees that acts independently to set policy for the District. A non-voting student trustee serves a one-year term and brings to the Board the students' perspective. Transitioning into a multi-college district has been an iterative process and the District continues to negotiate, define and distinguish roles and responsibilities between itself and the colleges. An ongoing conversation continues to clarify and refine roles and responsibilities; however additional work is needed in areas such as budget allocation and aligning District strategic planning with College strategic planning.

Despite the serious nature of this conversation, the Board has successfully established a tone of transparency, inclusiveness, civility, and trust so that members of various constituency groups participate in and support these changes. A sense of goodwill between Board members, faculty, administrators, staff and students permeates conversations, allowing difficult decisions to be made and allowing Riverside City College and Riverside Community College District to weather the current economic storms. An illustration of this cooperative spirit is the ability of the Board and constituency groups to navigate the current change in health care provider.

Findings and Evidence

Riverside Community College District is governed by a five-member Board of Trustees (BOT) with a sixth, non-voting, student member. The BOT has adopted a series of board policies to assure the quality, integrity and effectiveness of the District. These policies are posted on the RCCD website. (IV.B.1). Board Policy 2200 delineates the "Duties, Responsibilities and Privileges" of the Board members including the need to act as a whole, channeling requests for information through the Chancellor and act ethically and professionally. Since June, 2012, governing board member elections are converting from at-large elections to regional or district area elections. Currently, half of the elected members represent specific regions and the other half of the Board will represent designated regions after the 2014 election. (IV.B.1.a)

The BOT approved the District Mission Statement in June 2012 and approved the revised statement in April 2013. The mission statement is used to ensure the quality, integrity and improvement of the student learning programs and services. The BOT has committees indicative of their areas of focus: Governance; Teaching and Learning; Planning and Operations; and Resources and Facilities. Committee meetings and reports occur monthly during an open session of the Board. All members of the BOT participate in these committee meetings. The BOT reviewed the District Strategic Plan in December 2012 by reviewing data on the seven main themes. At that time the BOT mentioned that these themes would carry over to the *Centennial Strategic Plan of 2012-2016*. (IV.B.1.b)

The BOT has ultimate responsibility for educational quality, legal matters and financial integrity as stated in Board policy. (IV.B.1.c)

The Board acts in a manner consistent with its policies and bylaws. Board bylaws and policies specifying the Board's size, duties, responsibility, structure and operating procedures are published on the website and updated. (IV.B.1.d)

The Governing Board acts in a manner consistent with its policies and bylaws as evidenced in various minutes, resolutions, and reports from its five board committees as posted on the RCCD website under Board of Trustees. The Board does appear to update its policies and practices; however, no systematic review schedule was found and some policies have not been reviewed in several years, such as BP 4030, Academic Honesty (2007) or BP 4021 Program Discontinuance (2008). (IV.B.1.e)

The Governing Board is very diverse in terms of length of service, political viewpoints, ethnicity and religious backgrounds. The Governing Board has a policy on Board education, which is a rather broad statement and does not specify a new member orientation. It was last revised in 2007. The Board President affirms that new Board members attend new member orientations sponsored by the Community College League of California. One time, when a new Board member could not attend the CCLC conference due to religious beliefs, the Board facilitated an alternate orientation program. BP 2010 identifies Board membership and staggered terms of office. (IV.B.1.f)

The Governing Board outlines the process for periodic self-assessment in BP 2745. In this policy the Board calls for an annual self-evaluation to occur prior to the end of June of each year. Much documentation exists from the June 2012 and 2013 Board self-evaluation including a power point presentation reviewing the results and a list of 14 "New Objectives" for 2012-2013 and 2013-2014. It appears that this review of the Board evaluation occurred at a special meeting/retreat of the Board in May 2012, and was reported out in general session in June 2012. The Board self-evaluation did not appear to include input from any District entities other than the Board members. Various leaders from constituency groups voiced that communication and feedback with the Board was ongoing, mutually respectful and facilitated positive collaboration. (IV.B.1.g)

Several Board Policies deal with ethical and appropriate behavior, including conflict of interest, gifts, tickets and passes, and personal use of public resources. These policies comply with the Political Reform Act and Fair Political Practices. Policy also states a process for dealing with inappropriate Board behavior. A spirit of cooperation, collegiality, shared mission and trust permeates relationships among Board members and college groups. When appropriate, the Board President has brought outside mediators to facilitate Board cohesiveness. (IV.B.1.h)

The policy on Board self-evaluation references the Accreditation Standards. In addition, the BOT annual goals indirectly incorporate accreditation standards such as "create a mission statement for the Board of Trustees with guiding principles for governance of the members of

the Board.” At the December 2013 meeting of the BOT, on recommendation of the Teaching and Learning Board Committee, the Board officially adopted the Accreditation reports for Riverside City College, Norco and Moreno Valley. (IV.B.1.i)

The RCCD BOT has the responsibility for selecting and evaluating the Chancellor and delegated full responsibility and authority to him/her. Policy and administrative procedures establish the process for screening candidates for the District’s Chancellor. The administrative procedure states, “The process for hiring the Chancellor will be inclusive, participatory and transparent. The District and community will be informed and involved throughout the process.” RCCD is currently in the process of hiring a Chancellor. The District website illustrates that the current search for a Chancellor is in alignment with existing policy. The job prospectus, committee membership and forthcoming forums are listed. During the December 10, 2013 regular meeting of the BOT, a discussion ensued regarding student membership on the Chancellor Search Committee. The minutes note that the BOT welcomed comments regarding change in AP 2431 during their February meeting. BP 2430 delegates authority to the Chancellor. The established process for Board evaluation of the Chancellor is contained within the evaluation process for managers and specified in policy. (IV.B.1.j)

Board policy delineates the authority of the Chancellor and the President, recognizing the authority of the President on college matters—“Each College President’s administrative organization shall be the established authority on campus. The College President is the final authority at the college level.” (IV.B.2) Current District and College leadership positions are all filled in an interim capacity because the President accepted an interim appointment as Chancellor, the College CIO accepted an interim appointment as President, and a faculty member accepted an interim appointment as CIO. Each will be eventually returning to their former position since the interim Chancellor is not applying for the permanent position. This arrangement helps ensure the stability in leadership despite the apparent number of positions with “interim” associated with their titles.

The President at RCC has ultimate oversight and responsibility for the planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. The President performs these functions by delegating authority to the senior administrative team as well as relying on the governance structure for recommendations. There is an elaborate and engaged participatory governance system at the college where discussions on institutional matters take place and these funnel up through the decision making process to the President. The President also meets regularly with the leadership from the different constituent groups on campus. The functional map recognizes the authority of the Senate in decision making. (IV.B.2.a. IV.B.2.b)

The President is regularly informed about the state of the budget at RCC by the Vice President for Administrative Services. Although there was recognition that the District Budget Allocation Model was developed through a dialog among the three college Presidents and the Chancellor, there was some level of concern expressed that this model needs to be fine-tuned to capture additional factors that impact resource allocation. The President assures compliance with statutes, regulations and policies and assures that institutional procedures

and processes are aligned with the college's mission. Additional information gathered during the site evaluation revealed that the District Budget Allocation Model committee studied the proposed changes in the funding model and thereby moved the idea from the executive administrative level to operational committee level so a review by interested and vested stakeholders could occur and be used to refine the final model as it is developed. (IV.B.2.c)

The College is connected to and is integrated with the community, in part through several public-public and public-private partnerships. (IV.B.2.e)

Multi-college District

Riverside Community College District is refining the delineation of roles between the District and the Colleges. Since the previous accreditation visit in 2007, the District has created a "functional map" contained in the self-study that identifies authority at both the District and College levels. The functional map assigns three levels of responsibility (primary, secondary or shared responsibility) for duties to either the College or the District. This functional map was developed and revised as a result of a collaborative process between the colleges and the District. It is also contained in the District's strategic plan. (IV.B.3.a)

Riverside Community College District provides appropriate services to Riverside City College. It is clear from interviews with faculty, staff and administrators that there is agreement that the District supports areas such as informational technology for instruction, human resources, and finance. *The District Centennial Strategic Plan: 2013-16* outlines the mission, vision, values, themes and goals of the District. (IV.B.3.a)

The curriculum process is both a top down and a bottom-up system of development. While faculty on any one campus can initiate curriculum changes, new courses or programs or revisions of existing courses or programs, require formal acceptance at the District curriculum level. The Board of Trustees adopted a resolution that stipulates a single, uniform District-wide curriculum will be used throughout the district. This practice is further elaborated and codified in the *Riverside Community College District Curriculum Handbook* (Spring 2014). A process of collaboration between District and College was evident in the selection of the course management system where input from the colleges was solicited and honored. These feedback mechanisms appear to be working to the satisfaction of faculty, staff and administrators. However, they often occur informally, are not supported by student learning outcomes or achievement data, and are not formally evaluated in a structured and routine basis. (IV.B.3.b)

The Budget Allocation Model (BAM) is the tool used to distribute state appropriation to the three colleges and district office. The BAM, adopted by the District in 2008 through the participatory process, primarily relied on historical proportions of budgets to provide allocations to the three colleges and the district office. The ratio was 54:23:23 for RCC: Norco: and Moreno Valley respectively. The model was then revised to take into consideration Full Time Equivalent Student (FTES) enrollment as a resource allocation driver. The three Presidents are in discussions with the Chancellor to review and revise the BAM in order to sharpen the formula and take into consideration additional factors. Although it was clear to the team that the distribution of resources is being evaluated and adjusted,

there does not appear to be a codified and systematic process to assess if the distribution of resources is adequate to support the effective operations of the college. The team suggests the college and district consider development of a written and structured review process so the results obtained will be consistent as the conversations ensure about what is the right amount of resources to support each of the three colleges and the central district functions. The District Budget Allocation Committee performs this function and because it represents all stakeholders the negotiated result of the review of the results of the model, the college and district meet the requirements of Standard IV.B.3.c.

Financial control structures at Riverside Community College District include public disclosure of all financial transactions, the automated systems' internal checks and balances intended to restrict access to those who need information in order to complete assigned duties. Routine reports are prepared and reviewed prior to execution of payments for services or goods. Budgets are used to authorize expenditures code and provide another internal control when budgeted amounts are compared to actual operations. (IV.B.3.d)

The Board receives regular reports on the financial condition and position of the college district. Formal routine reports and other data reports on the financial activities of the college district are available from the College and District websites. The College follows all standard practices for a public entity and through its annual audit provides additional assurance that the College has adequate internal control mechanisms in place to control expenditures. According to the audit report for FY 12/13, there were no material weaknesses with the internal control structure and no audit findings on internal controls were reported. (IV.B.3.d)

The ending fund balance is reported in the final budget of the District and is also included in memorandum form for all funds in the annual audit report of the District's independent auditor. The unrestricted ending fund balance for the past three years is as follows:

FY 10/11	\$12,450,649
FY 11/12	\$ 6,616,950
FY 12/13	\$11,410,000
FY 13/14 –	\$ 6,360,000 projected ending fund balance

Reserve amounts in total and as a percentage of unrestricted fund expenditures and transfers-out are sufficient to maintain and an adequate reserve for emergencies and contingencies that may arise. The policy on reserves is adequate to ensure adequate reserves are available to meet contingencies and emergencies that many reasonably occur. (IV.B.3.d)

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 as stated in policy. (IV.B.3.e)

The District in many ways acts as a liaison between the College and the Board of Trustees. As evidenced in the curriculum process, and distance education process, it is apparent that healthy, robust and effective communication does occur between the District and the College. Several examples of inclusive and transparent dialogue and collaboration exist between District and College personnel such as the creation of *The District Centennial Strategic Plan: 2013-16*, and the shift in health care PPO. Multiple individuals from the college appear well

informed about District issues, governing Board actions and other areas dealing with educational quality as evidenced through interviews and active participation on District committees. (IV.B.3.f)

While effort has been made toward improving District and College role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness to assist the college in meeting educational goals, this process continues to evolve. There are three centralized services that work in collaboration with the college— Information Technology, Human Resources and Diversity, and Finance. Faculty, staff and administrators at Riverside City College acknowledge that these services sufficiently meet the needs of the college, although clarity regarding District or College responsibility for these services needs further refinement. For example, recently, the District Budget Allocation Model outlined moving from funding the colleges on a percentage basis to funding the colleges based on FTES. How this change is to be phased in remains a topic of discussion. (IV.B.3.g)

Ongoing changes need to be based on data, systematic, documented, and with a formal evaluation structure in place. The college can then expect the consistent and comprehensive evaluations to offer data and evidence to support choices made regarding centralized or decentralized service delivery and decision making. The changes which have been made to the funding model reflect the identified concerns of stakeholders participating in the resource allocation conversations across the college district. (IV.B.3.g)

Conclusion

The College and Riverside Community College District meet the requirements of Standard IV.B with the exception of Standards IV.B.3.b, and IV.B.3.g. The evaluation team has encountered a remarkable spirit of engagement, collegiality, and collaboration at Riverside City College and Riverside Community College District. This positive culture of decision-making is evident at the Board level and permeates throughout the institution. According to the Board President, "we all get along." The underlying trust between College and District personnel has allowed the institution to successfully negotiate challenging issues. In light of very difficult economic times, and significant reorganization into a multi-college district, the College and District have worked together. This is a testimony to the fundamental strength of the College.

Institutional leaders have created an environment of empowerment, innovation and institutional excellence. A genuine and thoughtful effort towards continuous improvement and best practices is apparent.

See College Recommendation #1

EXTERNAL EVALUATION REPORT

Riverside Community College District

1533 Spruce Street
Riverside, CA 92507

This report represents the findings of the External Evaluation Team that visited
Riverside Community College District on March 3 – 6, 2014.

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Riverside Community College District

DATES OF VISIT: March 3-6, 2014

TEAM CHAIR: Dr. Brian King
Chancellor, Los Rios Community College District

The purpose of the Riverside Community College District (RCCD) evaluation visit was to ensure that the functions or operations covered by the standards that are conducted by the RCCD were evaluated during the comprehensive review of the three RCCD colleges (Riverside City College, Moreno Valley College, and Norco College). In preparation for the visit, the District Team Chair reviewed the three Self Evaluation reports for the RCCD colleges.

In addition to the Chair and Team Assistant, representatives from each of the three college teams formed a District Evaluation Team. On the morning of Monday, March 3, 2014, the District Evaluation Team met with a wide variety of leaders at the District Office. The District Evaluation Team attended a regularly scheduled Board of Trustees meeting on Tuesday, March 4, 2014. The Team Assistant coordinated a variety of additional meetings with board members and district officials throughout the visit. On Wednesday evening, March 5, 2014, the District Evaluation Team Chair held a conference call including the three college Team Chairs and the appointed members of the District Evaluation Team from each college team. The participants reviewed and revised the District Recommendations, and also discussed other items for inclusion in this report. The District Team Report will be appended to the College Team Reports.

While RCCD and Riverside City College have been in existence for almost 100 years, two former centers were granted initial accreditation in 2010 (Moreno Valley College and Norco College). Because RCCD is relatively new to functioning as a multi-college district, a substantial part of the review focused on the implementation of the 2013 Functional Map delineating the roles of the District Office and the three colleges in the context of the accreditation standards.

2014 District Office Recommendations

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

RCCD has undergone a substantial amount of planning to address the technology needs of the District and the prioritization of technology resources. RCCD has conducted a technology audit and prioritized Information Services for the District in addition to completing a detailed District Administrative Unit Program Review and Assessment of Information Technology and Learning Services. The District Evaluation Team noted that the various elements of technology planning have not yet been incorporated into a district-wide technology planning document to provide an overarching framework for the evolving college technology plans. The District lacks a comprehensive disaster recovery plan, and could also benefit from a plan that addresses the need to refresh aging and outdated technologies.

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

The District Evaluation Team, in conjunction with the reviews by the college teams including interviews with executive staff and examination of financial documents including audits, determined that RCCD currently has no clear plan or process to address current unfunded liabilities for OPEB obligation. The most recent actuarial study estimated the liability at approximately \$25 million. Though a suspension of contributions to OPEB liabilities during the very tough budgets of recent years may have been defensible, RCCD should develop and implement a plan to begin address the OPEB liability.

Assessment of Responses to 2010 District Recommendations

2010 District Recommendation 1: The teams recommend that the board of trustees and chancellor develop and implement a district strategic plan that will

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

Summary of RCCD Response:

RCCD asserted it has addressed this recommendation, and the evidence supports the assertion that the District and the colleges have used the strategic planning processes for the 2010-11, 2011-12, 2012-13, and 2013-14 academic years. Most recently in fall 2012, the District began the process to refresh the RCCD Strategic Plan: 2008-12.

2014 District Team Assessment of Previous District Recommendation 1: RCCD responded to 2010 District Recommendation 1 and is in compliance. While the team notes that the District responded to this recommendation by developing a District Strategic Plan, the District and the colleges will benefit from an update of the plan with measurable objectives that are in alignment with the strategic plans at the college level. With the renewed focus on measurable student outcomes that lead to success in recent years, specific, updated metrics will improve the planning process.

2010 District Recommendation 2: The teams recommend that the District and college/campuses develop, implement, and assess a resource allocation model that

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

Summary of RCCD Response:

RCCD concluded it has implemented this recommendation. The District and the College have used a budget allocation process in its 2010-11, 2011-12, and 2012-13. The District Budget Advisory Council (DBAC), composed of representatives from all three colleges and the District and charged with reviewing the budget allocation process, has conducted a survey of the committee's effectiveness and has begun discussion to revise the budget allocation process to reflect the changing needs of the colleges and the District. The District implemented the basic framework of the revised model in its 2013-14 adopted budget. RCCD

acknowledged that some policy decisions have yet to be resolved and that the implementation will require a transition period.

2014 District Team Assessment of Previous District Recommendation 2: RCCD responded to 2010 District Recommendation 2 and is in compliance. To refine the implementation and improvement of the Budget Allocation Model, the District will benefit from the establishment of a written policy including clear metrics to assess and revise the evolving Budget Allocation Model (BAM) and demonstrate alignment between the Budget Allocation Model and the District Strategic Plan.

2010 District Recommendation 3: The teams recommend that college, campus, and district administrators and faculty delineate, document, and assess

- **The roles and responsibilities between and among the district's entities (Standard IVB.3; Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems);**
- **The roles and scope of authority of the CEOs at the district and college/campus levels (Standard IVA.2);**
- **A feedback loop between and among the entities on key issues, such as planning, staffing priorities, etc. (Standards IVA.2, IVB.3, IVB.4, and IVB.6).**

Summary of RCCD Response:

RCCD asserts it has addressed the recommendation. The RCCD Board received a new organizational model at its January 25, 2011, meeting. On May 2, 2011, the board approved Riverside City College's reorganization of academic departments implementing this new structure. In response to the budget crisis of recent years, the District has addressed the downsizing of the institution in the wake of the state's economic crisis. A three-college district committee reviewed and revised the Function Map that delineates the complete description of the roles and scope of authority for the CEOs of the District.

2014 District Team Assessment of Previous District Recommendation 3: RCCD responded to 2010 Recommendation 3 and is in compliance. As the District continues to review what functions should be centralized or decentralized in the ongoing transition to a multi-college district, RCCD will benefit from the development of a district staffing plan that delineates the needs and allocation of human resources to the District Office and the three colleges.

2010 District Recommendation 4: The teams recommend that the district clearly specify personnel selection procedures for district administrators including the position of chancellor. These selection processes must include input from various college/campuses constituent groups (Standard IIIA.1, Standard IIIA.3, and IVB.1).

Summary of RCCD Response:

RCCD concludes that they have implemented this recommendation. The District and the College used the selection processes to hire a new chancellor and to hire a new president at Riverside City College in 2010 and again in 2011. The selection process for a permanent chancellor was underway at the time of the visit.

2014 District Team Assessment of District Recommendation 4: RCCD responded to 2010 District Recommendation 4 and is in compliance. At the time of the visit, a search for a new permanent chancellor was underway. The policies and procedures for the search are included in board policy, and RCCD hopes to have a permanent chancellor hired by the summer of 2014.

2010 District Recommendation 5: As recommended by the 2001 accreditation visiting team, the teams recommend that the board of trustees implement its recently approved process for self-evaluation (Standard IVB.1g).

Summary of RCCD Response:

With the approval and implementation of Board Policy 2745 beginning in 2011, RCCD asserts that they have responded to 2010 District Recommendation 5. The evidence supported the conclusion that the board conducted regular self-assessments, and those annual self-assessments are published on the Board of Trustee website.

2014 District Team Assessment of Previous District Recommendation 5: RCCD has responded to 2010 District Recommendation 5 and is in compliance. The Board now regularly conducts a self-evaluation, and board members interviewed were aware of the board policy and practice for self-evaluation.